

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

APRIL

15 CENTS



This Issue Contains

**THIS NEW WORLD—
IS IT BRAVE?**

Harry A. Overstreet

**THE SERVICE MAN AND
THE ADOLESCENT GIRL**

James H. S. Bossard

**THE TOE-PRINTS OF
TIRRALIRRA**

Robert P. Tristram Coffin

GARDENS FOR BABIES

Rhoda W. Bacmeister

**TILL THE DOCTOR COMES
MARCHING HOME**

**THE HIGH SCHOOL GOES
TO WAR**

John J. De Boer

YOURS, MINE, AND OURS

Bonaro W. Overstreet

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

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Congress of Parents and Teachers

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VOL. XXXVII

No. 8

CONTENTS

April, 1943

	PAGE
<i>The President's Message: No Sabotage of Children....</i>	3

ARTICLES

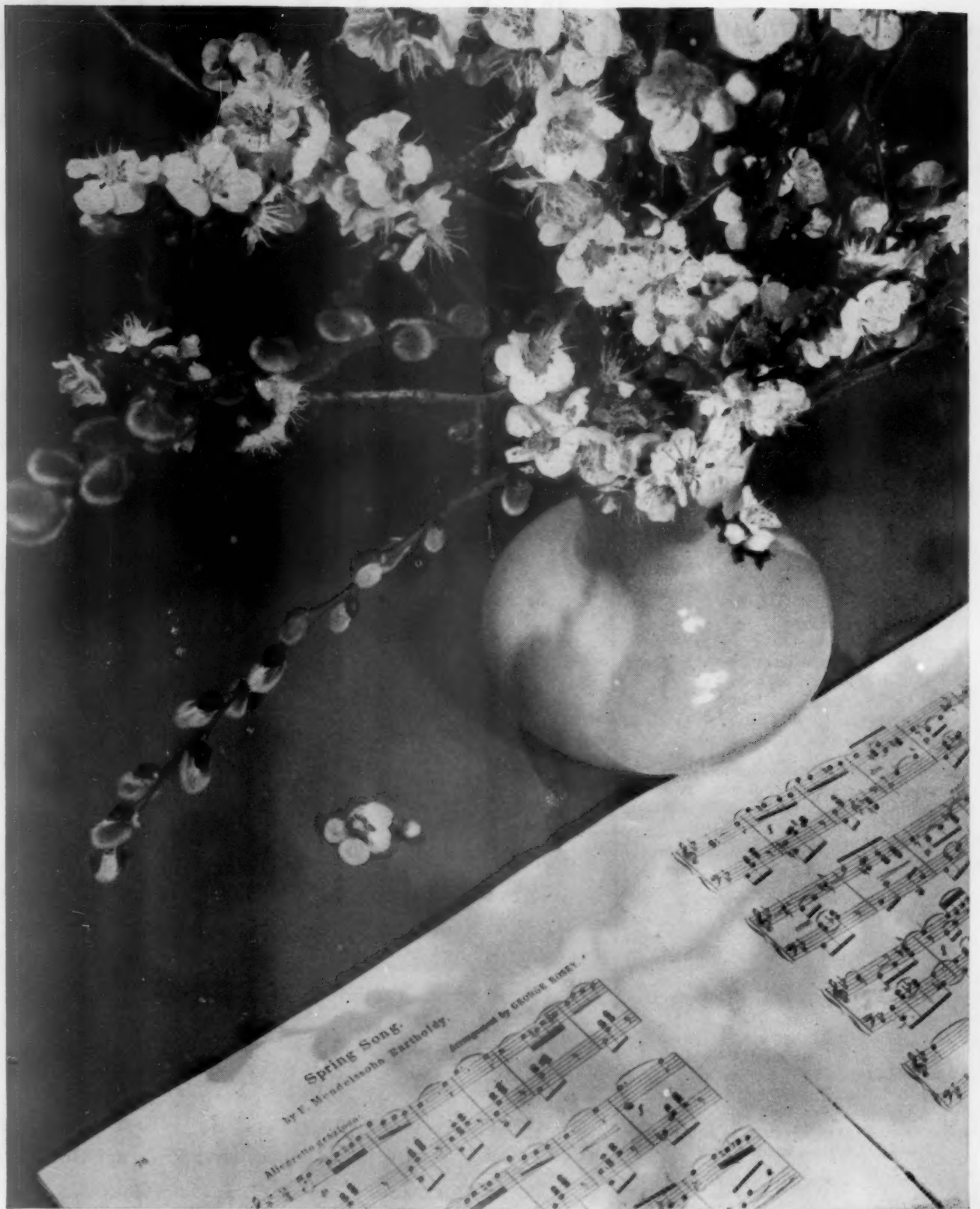
This New World—Is It Brave?... <i>Harry A. Overstreet</i>	4
The Toe-Prints of Tirralirra <i>Robert P. Tristram Coffin</i>	7
The Service Man and the Adolescent Girl <i>James H. S. Bossard</i>	10
Communities Also Must Mobilize... <i>Watson B. Miller</i>	13
Gardens for Babies..... <i>Rhoda W. Bacmeister</i>	14
The High School Goes to War..... <i>John J. De Boer</i>	18
Yours, Mine, and Ours..... <i>Bonaro W. Overstreet</i>	21
Till the Doctor Comes Marching Home (A Health Symposium)	24

FEATURES

Notes from the Newsfront.....	17
Keys to the Future..... <i>Alice Sowers</i>	28
P.T.A. Frontiers.....	31
War On Your Mind..... <i>Joseph Miller</i>	37
Parent-Teacher Study Course Outlines <i>Ada Hart Arlitt</i>	35
Books in Review.....	36
Around the Editor's Table.....	34
Motion Picture Previews..... <i>Ruth B. Hedges</i>	38
Community Life in a Democracy (Program Outline)	40
Contributors	40
Cover Picture..... <i>H. Armstrong Roberts</i>	
Frontispiece..... <i>Orville Logan Snider</i>	

MEMBER OF THE





Green Spring receiveth
The vacant earth;
The white sun shineth;
Spring wind provoketh
To burst and burgeon
Each sprout and flower.

In those dark caves where Winter lurketh
Hide not, my Soul!
O Soul come back again! O, do not stray!

—CHÜ YÜAN

From The Wisdom of China and India
Edited by Lin Yutang

The President's Message

No Sabotage of Children

PROBABLY never before in America's history have we heard so much of conservation. Prevention of waste is the order of the day. We save food and fats and metals and rubber. These we can weigh or measure or count. But while we save these tangible things we are not so careful in the conservation of a much more important national asset—the health, efficiency, character, and maximum usefulness of far too large a number of our future citizens.

Each of us recognizes the importance of the things that happen to his own children. But we sometimes fail to appreciate the importance to us as citizens of the things that happen to other people's children. Over and over we must remind ourselves that our least expendable resources are the workmen, the scientists, the teachers, and the statesmen of the future. Startling inroads upon these precious resources have been reported.

A recent poll of one hundred juvenile courts revealed a nation-wide increase of delinquency. The total percentage was arresting; the percentage of young girls involved was alarming. We must do more than click our tongues in disapproval. These girls, a few years from now, will be the mothers of American citizens.

Other reports tell us of young people leaving school to engage in remunerative work. Mostly it is work that leads the boy or the girl into an industrial blind alley. All too frequently it is work that has no social value either to the child or to the community. The so-called amusement centers are drawing heavily on young girls and on children, and some of them—bowling alleys, for instance—keep these children at work far into the night.

Still other children, appreciating the need of remaining in school, are trying to work a full shift in school and a full shift in industry. Some of them are putting in as much as seventy hours a week. And yet we recognize the forty- to forty-eight hour week as sufficient for adults.

IN another month we shall be facing the problems of crop harvesting and the use of children to save the food. If we fail to plan carefully we shall find a few children exploited and doing all the work instead of many children doing an amount suitable to their years and strength, sharing with the adults in the community the performance of a patriotic service. Parent-teacher associations can play a very important part in this summer agricultural program. First, every able-bodied woman not otherwise engaged in war service and not obligated to the care of young children should be enlisted in the land army. Second, whenever children go into the fields they should be accompanied by adults concerned for their safety and welfare and working side by side with them.

Child labor and other forms of exploitation; neglect of conditions that lead to delinquency; curtailment of educational opportunities; failure to safeguard the health of children—all these are ways in which we waste our most important resource for ultimate victory, peace, social efficiency, and happiness. We must keep ever before us and before our fellow citizens the all-important fact that, although we can expend money, food, or materials, children are not expendable.

Virginia Kleber

President,

National Congress of Parents and Teachers





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This New *World* —Is It *Brave?*

A NEW world has been dumped into our unwilling laps. Is it a brave new world? Is it one in which our boys and girls are going to find the vision and determination out of which they can make great lives?

It has always been part of our American dream that our children should have a better chance than we, their parents, have had. What better chance will they have in the world that remains after the bombs have ceased?

This is what a father said to me while his small son was laboriously putting together a cardboard submarine and his daughter was absorbed in the comics: "I tell you, man, I'm scared. When the boys come home there can't possibly be enough jobs to go around. We'll have unemployment so huge as to upset our whole economy. And I don't trust the Russians. They're communists and they hate us; and when the war is over, they'll have it in for us—particularly if our economic structure is shot to pieces."

Little pitchers have big ears. I don't know what those youngsters made of it, but they could hardly have gained a warm sense of confidence, a gallant feeling about big things to be done, about a grand life to be created.

Those youngsters might have been adolescents. They would then have looked up from whatever they were doing and, in the manner of adolescents, made their mental notes. And the next day, in the schoolyard, they would have talked:

"That's all baloney about no more wars. There's going to be another war; and we'll be in it, don't you worry."

Brave world? World for gallantry? World for high hopes?

CREATIVE courage to shape a new-made world—have we attained it? Can we attain it? What would become of the way of life we are fighting to preserve, should parents and teachers fail to match their courage to the times, that the children who look to them for guidance may learn to do the same? This article, fitly concluding the study course "America Pitches In," is a trumpet-call to all parents, teachers, and citizens who would keep America forever the home of the brave.

HARRY A. OVERSTREET

This morning the newspapers are screaming out their headlines: "Black Mart in Meat!" At thousands of breakfast tables those headlines will be read aloud by father or mother. There will be denunciation of the selfish Americans who prey on their fellows. But the talk will slide insensibly into a discussion of how the family is going to manage a trip on its last few gallons of gas. Angry words may be used: "bureaucrats"; "senseless restrictions"; "those fellows in Washington." At thousands of breakfast tables little pitchers with big ears are going to hear depressing things about the Americans who are their national leaders.

Most of the fathers and mothers who will be doing this talking will have no faintest notion that they are taking courage out of the souls of their youngsters. They will be perfectly sure that when small Tom grows up, he will be a brave man; and that when small Susan grows up, she will be a brave woman.

But bravery doesn't come that way, as if, at a certain date, Nature said, "Now, small boy, small girl, you are grown up. Open up your box of bravery. Now's the time to use it."

Bravery is something that has to be wrought into the texture of our life as we grow from year to year and stage to stage. Let a youngster live in a family where there is continual quarreling between parents, and something of basic confidence gets lost out of his life. When he becomes adult he will not find a sudden reservoir of bravery all ready to be tapped. As likely as not, he will find himself with unaccountable areas of timidity and insecurity. Similarly, let a youngster live with parents who have no gallant passion for the making of a brave new world; who whine about their daily inconveniences; who prophesy calamity; who condemn with a bitter and systematic condemnation those in high places, and the youngster will not have the fine, frank, forward-looking courage we would wish for all our children. If, on the other hand, a child is accustomed to constructive talk and action, he too is apt to talk and act constructively.

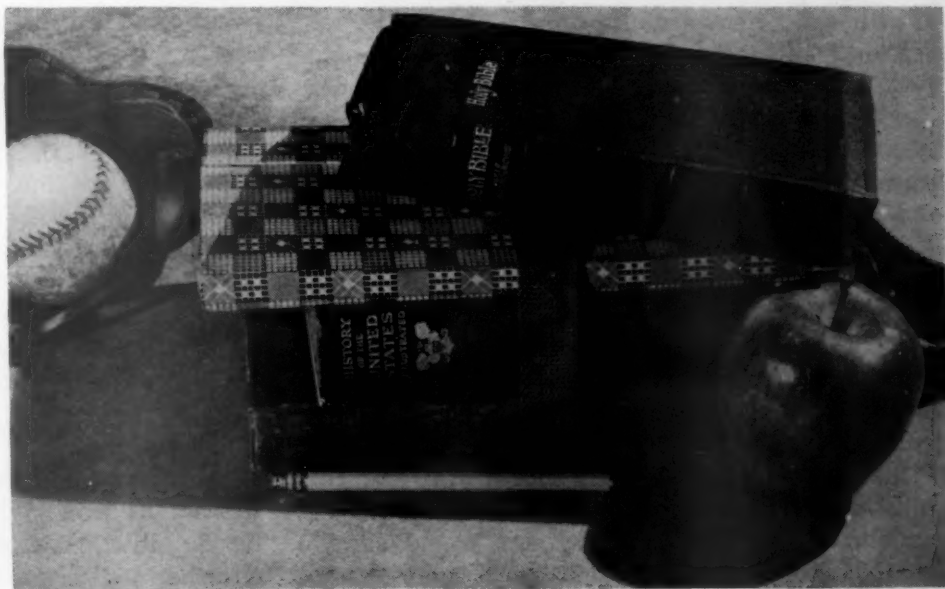
How Do We Build Bravery?

WE PARENTS have to give our children food for their bodies; but we have also to give them courage for their souls. How can we make brave children?

Every wise parent knows that an ounce of example is worth a pound of preachment. If we want our children to be brave about their world, we have to be brave about ours.

One of the signs of the cultivated person is that he does not openly show every emotion that stirs within him, does not blurt out everything that comes to his lips. Cultivation means the power to hold oneself in restraint; to say only what is the wise and gracious thing to say. There are many things that any one of us could say about the present war. We might focus our attention on the mistakes of our rulers or of our military leaders and make our conversation a daily expression of lack of confidence. I know one man who can scarcely talk without spluttering angrily about the criminal stupidities of the Administration. Or we might focus upon the inevitable evasions of law that accompany every war and make our speech a daily exercise in distrust of our fellow men. When we are not engaged in the actual fighting, it is easy to get obsessed with some special, disagreeable phase of the war; to talk endlessly about that; and to forget that, so far as our children are concerned, we are distorting the total picture. We may even be quite correct about the particular things we say. Nevertheless the total impression will be false.

Matthew Arnold praised Euripides as one "who saw life steadily and saw it whole." If we are to be fair to our children—and also to all that is at stake today—we have to try to see this war



© H. Armstrong Roberts

steadily and whole. We have to talk about it that way—not in little spurts of venomous spite; not in moans at some special grievance.

This war is a life-shaping event for our century—and for our personal lives. It gives us our chance not only to repel the enemies of decency—abroad and at home—but to create a world that shall at last make sense.

It gives us that chance. Will we be brave enough to take the chance? Bravery on our part means not merely a willingness to go out and fight the enemy. When we have fought him to a finish, what then? Herbert Hoover has said: "Nations can blunder into war, but they can't blunder into peace." A brave peace takes brave thinking. Are we brave enough now—we parents—to do tough and courageous thinking about the peace we are going to make?

Let the Words of Our Mouths

TO ANY father at breakfast with his children—or to any mother—I would say: "Talk, every now and then, about the kind of world you would like to have come true. You have lived to see two wars swoop down like pitiless tornadoes and tear life up by the roots. You don't want that to happen again. You don't want it for your children or for theirs. Express the passion of your wanting in your speech. Tell your children that every decent human being must put every ounce of his mind and will into preventing this monstrous thing from happening again. Don't be cautious and skeptical. Don't say: 'Well, it'd be nice to get rid of war. But I don't know—I don't know. Human nature being what it is, maybe we'll never get rid of war.'"

What did St. Paul say about faith? "Faith is the substance of things *hoped for*, the evidence of things *not seen*." And elsewhere we find it said: "Faith can remove mountains."

This is literally true. Faith is the power that gets things done. Without faith nothing happens—nothing. No one can guarantee that we shall be able to banish war from the world. *The only way to banish war from the world is to make up our minds to banish it.* And that means all of us—fathers and mothers. If we make up our minds, we will get our children to make up their minds.

There is a curious timidity in many of us. I have heard people say that the Four Freedoms are sentimental nonsense; that there can never be a world where there is freedom from fear and from want. Of course there can't, if the world is made up of people like those who say this thing—people who sit on the sidelines and bet sardonically on whether the new world can be created. Freedom from fear and want cannot

be statistically guaranteed. It can only be passionately believed in and worked for. If it is believed in and worked for—by all of us—it will come true.

Quit Raising Bugaboos

WE HAVE done a good deal to frighten our children. The late lamented depression had us all pretty badly licked. In a world bursting with the power to produce, we saw millions of our fellows denied the right to produce. "Starvation in the midst of plenty" is still a phrase that rings ominously in our memory. We told our children, then, that in this crazy world the best possible training and will apparently wouldn't guarantee them a job.

Now, while war gives us a temporary respite from the devastating unemployment of the depression years (ironic, isn't it, that war should have hauled us out of economic disaster?) we have to be brave enough to think about the economic future. The tragic unemployment of the thirties must not be permitted to happen again. It shows small wisdom to say that crises of unemployment are as certain as death and taxes. (It would show large wisdom to say that crises of unemployment make certain death and taxes!) Our economic system is a man-made affair. What man has made he may remake, if he is brave enough.

Nor does it show great wisdom to say that this is no time to think about such matters; that this is the time to fight and win the war. The simple fact is that if we win the war and plunge again into economic disaster, we shall lose the war, for the simple reason that other wars will come, and the job of fighting will have to be done all over again.

Are we helping our children to think about a future economic world in which there will be far more assets and far fewer liabilities? Or are we merely grousing? Or hoping? Or passively waiting for some governmental "George" to do something about the future?

The individual parent doesn't have to be clear about this or that specific plan for the future. What he does have to be, however, is mentally eager about the economic future. If he is, he will transmit his mental eagerness to his children.

The same is true about plans for the future organization of the world. No one of us can be expected to have the expert answer to the complicated problem of future world organization. But each one of us can be expected to *want* a wiser organization of the world. If all of us want it, we shall get it. If, in the presence of our children, we talk about wanting that kind of world, we shall not build little reactionaries. We shall build brave citizens for a brave future.

The Toe-Prints of Tirralirra

ROBERT P.
TRISTRAM COFFIN

AND they tell and they say and they sing how Princess Tirralirra had such beautiful little feet on her that men came over the sea in high ships just for a sight of them twinkling on the green grass of old Eire. Men came under heavy armor and under great swords. And sure, happy as the roosters at the sight of the dawn were they just from the seeing of those dainty feet and small toes of the princess! The strong warriors were content to go home again and live and die, remembering nothing brighter on earth than those same little toes, no, not even if they lived a hundred and one years and saw all the dewdrops at all the sunrises on the world. And they tell and they say and they sing that wheresoever the Princess Tirralirra set her ten toes on the grass of the world, little flowers sprang up gay and blossomed, each with five petals upon it, one for every toe Tirralirra had on each of her feet that twinkled on the grass."

Susan-Jane drew in a long breath and closed her four-year-old blue eyes.

"I don't believe one word of it!" Susan-Jane's brother Jack blew his breath out through his six-year-old freckled nose. It sounded like a snort. There were so many freckles on his nose you couldn't have put a pin down without hitting one.

IT may seem a far cry today from the roar and rattle of bombs and guns to the toe-prints of a fairy princess in the delicate days of early April. But it is just such charming fantasy—fantasy that endures from century to century in the minds and hearts of little children—that helps to prepare those minds and hearts for a deeper realization of the beauty of earth and the perpetual renewal of life. Here is a tale to read and enjoy and remember. The children will enjoy it too.

AN EASTER STORY



© H. Armstrong Roberts

"Why, Jackie Sands!"—The outraged Dinah O'Shane put down her book with widened eyes. "You'd better be ashamed of yourself, saying such a thing as that before your sister! This was a long time ago, I tell you." She smoothed out the wrinkles in her afternoon apron. "This was in the old Ireland, and anything could come true there. Cross my heart and hope to die!"

"I don't believe it," said the freckled boy. "I don't believe anybody's toes could make flowers grow up like that. It's silly. It's just a story. It's just like Jack climbing up the beanstalk. It's just like Jonah getting swallowed by the whale!"

Susan-Jane looked as though she were going to burst into tears.

"Jack Sands!—It's very lucky you are that your mother isn't around to hear you say such awful things! Sure, and you'll be saying in another minute that Santa Claus isn't so."

"He isn't. There isn't any Santa Claus at all. Jimmie Brown told me so, and he knows. It's just pa dressed up. Or men they hire to stand around in the stores with false whiskers stuck on 'em, to

fool the kids. Jimmie told me so himself."

"Oh-ho! And who was after telling Jimmie Brown all about everything in the world, I'd like to know? Sure and it's a pity they don't get him to write all the books in the world!"

Susan-Jane's eyes ran over. She put her head down and burst out crying.

The old nurse gathered the little girl into her big bosom. "And a fine big brother you are, making your sister cry! And she wanting to believe in everything. There! there! darling. Don't you mind what your brother says. He ought to be punished, spoiling your story and all. I tell you it's true! Princess Tirralirra *did* leave flowers when she walked in the grass. Tirralirra was an Irish princess, and she could do that, and she did do that. My own mother was always reading me the same story. So it must be a true one. And don't you go and listen to anybody's saying it isn't. Why, it's just as true as—as—as Easter is! I'm telling you. It's just as true as their finding the tomb empty and all the angels sitting there white beside it on Easter morn!"

"Could Tirralirra do it now?" The little girl's voice quavered. "Could she do all that this very Easter? Could she? Could she do it on our own hill? Tomorrow?"

"Do what, darling?"

"Make flowers all over the grass with her toes?"

"Of course she could!—if she put her mind on it. If there wasn't a bad boy around who didn't believe in Santa Claus and Easter and Jonah and the whale!" Dinah O'Shane looked meaningfully at the boy. "That would scare Tirralirra away. That's enough to scare anybody away. The saints themselves and the angels and all the fairies in the world!"

Brother Jackie looked much smaller now.

"You go and get your arithmetic book, Jackie Sands. And you set yourself down and do your numbers, if you don't want to listen to the true things I am telling. Go and add three and two, and see if you can make five and have *that* much to believe in. You'd better find something you believe in quick, before you grow up and get too big for your boots. Get along to your numbers, I say!"

THE little boy turned without a word. His chin was trembling, and his nose was not cocked up in the world any more as it had been. He hated numbers. But if Mrs. O'Shane said for him to do them, he would have to do them. And that was that. He wished he had gone on listening to the fairy story and said nothing. Now he would miss the end of it.

"And could I find the angels and the tomb if I went up on the hill in back of the beeches to-

morrow, and looked hard?" Susan-Jane persisted.

"Well now, dearie," said the big woman with the wide, warm lap, "that's a different thing from just finding flowers a princess's feet have made."

"But tomorrow is Easter. And you said the angels were just as true as the flowers and the princess were."

"Faith, and they are that! But angels are much harder to find in this day and age, darling. You see, that Easter was much longer ago than the Princess Tirralirra and her pretty white toes!"

"Then," said Susan-Jane, "I'll go up and look for the princess making flowers with her toes. I could see her."

"Now don't you go setting your heart on it too hard, Susan-Jane. For that was in Ireland. And this is a much colder land for princesses' toes than old Eire. We have had snow late this year. I expect there are still some snowdrifts left up there under the beeches. And, anyway, there aren't any princesses any more. Not in America. They are against the law. Here, you let me get the other book, and we'll look at the pictures of Ferdinand and see him smelling of the flower!"

"I am going to look for Tirralirra." Susan-Jane's chin was set square. "I'm going up there and look for her tomorrow."

"Oh, little girls don't go up on wet hills this time of year. When you are older, maybe you can go and look. You'd get your feet all wet in the grass."

"But Tirralirra must have got hers all wet, and she was barefooted, too!"

"She was a princess, and she could do anything she wanted to. Now it is different. Girls don't go running around barefooted now. Let's look at Ferdinand!"

Susan-Jane looked at Ferdinand. She looked at the bull who liked to smell of the flowers instead of fighting and ramping around in a bull-ring. But Susan-Jane's eyes had a light in them.

The eyes came open with a snap on Easter morning. And the first thing they saw when Susan-Jane had rubbed them, sitting up in bed, was the sun. It was sliding up through the world and her father's pasture. It was big around as the Sands' big barn door, and it was yellow as an orange. It was coming up slow through the beeches, flattened out funny at the top. It was bright to look at. But Susan-Jane looked right at



it just as steady as a young eagle taking his first lesson in looking at the sun he is going to live near all his life.

There wasn't a soul stirring in the house. It was the right time.

The small girl got her clothes and dressed herself without a sound. It was hard putting on her shoes, because the big sun was still right there in her eyes, in both her eyes, and she had to look around the big yellow spots to see where her shoe laces were. It was just the kind of morning a princess would leave flowers with her toe-prints on the earth. The child hurried. She did not make any more noise than a little mouse would who is at home in a house and knows where things are and doesn't upset anything and waken the family up. She was so still she could hear her own breath going out and coming in. That made her afraid she would wake somebody, so she held her breath in, and that made her feel like the foolish bullfrog who tried to puff himself up and be as big as the ox that was drinking out of his pool. She slipped down the back stairs, through the kitchen door, and out into the pasture. Clear of the gate, she ran.

The world certainly had dew on it and was twinkling. The dewdrops were big as beads, and they broke the minute Susan-Jane's feet touched them, and all the water ran off on her. Her shoes were soon drenched. She could feel the broken dewdrops squishing in and out between her toes. But she didn't mind. She ran all the faster. You had to catch a princess early, to see one. Susan-Jane couldn't have told how she knew that, but she knew it all right. Princesses were very early risers. And maybe if she got there early enough she might even see angels. For this was Easter Day. Angels were even earlier risers than fairy princesses. They were up with the stars.

The pasture wasn't quiet and sleepy like the house. It was full of sound as a circus. Susan-Jane had been to the circus last summer. Every bird was going as hard as he could. A robin on the maple tree by the well had his throat swelled out big and his bill wide open, and he was pouring out sound like a pitcher.

A song-sparrow was so excited by the sun that he was hurrying up his song till he stuttered, and all the song came out of him at once in a big cheep. Woodpeckers were knocking on the beeches like a dozen neighbors all calling at once and knocking on every door in the farmhouse. The birds were ex-

cited enough. It seemed as though they must have seen Tirralirra making flowers with her toes.

And here were the beeches at last! But—

There wasn't a sign of any slim princess in a sweeping white dress with shamrocks stitched all around it. No princess at all.

The little girl's sensitive underlip quivered. Her blue eyes welled up full of tears. One tear got so big it fell right out of Susan-Jane and went down to the ground. Susan-Jane watched it go. She saw it splash on the dead leaves underfoot. And then she saw another thing.

There was a flower right beside the splash of her tear. A flower with five petals on it. The petals were just the size Tirralirra's toes would be, and they were pink like toes! They were spread out on a fuzzy little mat.

Susan-Jane caught her breath.

There was a row of the five-toed flowers going right through the leaves and through the beechwood. There was a flower every so often, just where feet would come if they were small and on a princess who was very young and in a great hurry to see the world on a sunny Easter morning. There were the tracks, going right on toward the sun! And now a strange thing had happened. The sun was right on the tip edge of the earth again, and the footsteps of flowers went right into it.

SUSAN-JANE let out a shout that put out all the birds in the tree-tops at once. They stopped pouring out the sounds from their swollen throats, they bent over and put their tails up trembling, and they looked down at the little girl.

"Tirralirra has been here! Tirralirra has been here!"

And getting over their surprise, the birds all began singing again. They started singing and shouting all in the same breath. They all agreed with the child, they remembered they had seen the sight. Sure enough, it had been Tirralirra. They had seen her! They took up her name: "Tirralirra! Tirralirra!"

The little girl from the big Sands farmhouse heard them agreeing as she threw herself on her chubby knees and picked a handful of the fuzzy stems. When she got as many as she could hold, she sprang up and ran like a streak down the hill to Mrs. O'Shane.

"Look! Look! Look! Easter is true! Angels are true! Tirralirra is true! She did go through the beeches. See, here are the toe-marks she made!"

The baby girl ran and threw herself, drenched all over with the dew, into the wide, warm arms, holding her bunch of hepaticas.

"Bless the saints and the angels! Faith, darling, you are right! Begorra, and it is as fine a bunch of Tirralirra-toes as ever were set on the grass!"



The *Service Man* and the Adolescent Girl

HERE is a problem indeed, as the recent dismaying figures on juvenile delinquency have revealed all too clearly. Girls sixteen and under, among whom the delinquency rates show the greatest increase, must be given adequate protection *now*. What can be done about it? The character of youth, the responsibility of parenthood, and the resourcefulness of community life are here honestly examined to determine the role each must play in solving this immediate problem.

JAMES H. S. BOSSARD

GOING to war is, for most young men, a thrilling adventure; growing up is, to most young women, a period of colorful expectations. Today these two moods are meeting in an atmosphere of unusual excitement and tension, against a background of world upheaval. That many problems of behavior should result from this combination of circumstances seems almost inevitable; that these problems have been kept so well within bounds is a tribute both to the young people of America and to those who are responsible for their guidance and control.

There is, however, a good deal of concern today on the part not only of parents but of law enforcing officers and representatives of social agencies about certain of these problems. There is particular concern about the behavior of adolescent girls with and toward men in our armed forces. Teen-age girls are rounded up by the police in various war-dominated areas. Curfew laws are being invoked or threatened. Taprooms are padlocked for selling liquor to minors. Health officials decry an increase in social diseases. Along with these complaints of increased drunkenness, promiscuity, amateur prostitution, and various sorts of delinquency are reports of a growing cynicism or contempt toward the accepted and traditional standards of behavior, especially sex behavior.

The Problems in Perspective

IN CONSIDERING the wartime relationship of service men and adolescent girls, it is important that we see the problems involved in terms

of individual persons. We must not let the immensity of the forest blind us to the separate identities of its trees. Neither the soldier "wolf," seeking to ensnare his victims, nor the silly adolescent girl throwing herself at the stalwart sons of the nation, is typical. Both exist, to be sure; but neither is representative of the situation as a whole. The problem we are considering is not so simple as that. Persons of more than one or two types are involved; their behavior is a good deal more complicated than a stereotype, and understanding of their needs and problems calls for more insight than a routine judgment or prejudice requires. The dynamic center of the whole problem is the conduct of the individual person.

Fundamentally, too, the problem is an old one; only its current guise and tempo are new. Youth is perennial, and so are the stresses and strains of its adjustment to adult status. The adolescent in wartime is what the adolescent always is—an adolescent, which means that he or she is not fully mature, lacks experience but is eager to gain it, is restless, unsettled, insecure, impulsive. The physical badge of adolescence is heightened vitality; its social identifying mark is the anticipation of experiment. Elders are always impatient with this stage and apprehensive of its results. For some such elders a little reading of history might not be a bad treatment. "Alas, how miserably," complains a writer of the twelfth century, "maidenly modesty and honor have fallen off and the mother's guardianship has decayed both in appearance and fact so that in all their behavior nothing can be noted but an unseemly mirth wherein are no sounds but of jest, with winking eye and babbling tongue and wanton gait and most ridiculous manners. . . . Nay, in their whole person, we may see how shame is cast aside."

Today's dress of this age-old problem is cut out of the cloth of war psychology. War does many things to young people of both sexes. It accelerates their development, which means that they are thrown into life more quickly and more vehemently than is ordinarily the case. Again, war

stimulates the emotions; it creates an atmosphere of strain and tension and restlessness. The insecurity of the future creates a sense of unreality in the present. And, perhaps most important of all, war causes a disturbance of established values. The "bombs of change" are shaking many firmly entrenched laws and customs today. During a global war old codes are challenged. Even for many adults, life becomes a carnival of excitement in which few things remain true to themselves; it is small wonder that youth shares this disturbance and the resulting insecurity.

Three Responsible Roles

THE ROLE of Youth Itself.—Each one of us meets his problems and his crises on the basis of his individual resources. (I still incline toward the use of the word *character* in this connection.) What is true of us as adults is true, too, of our children. Some of these resources may be inborn; many of them reflect training. (Scientists speak of culture conditioning.) In the excitement of war, just as in less hectic days, past training shows. The best trained soldiers, according to a recent military report, behave the most creditably in battle. The past training of adolescent girls is equally significant. One cannot undo in a day the results of fifteen years of inadequate training; a crisis like war reveals the tragic truth of this. In the

life of a human being, as in the history of a nation, cause and effect are often distributed over long periods. The behavior of a sixteen-year-old girl is the product of the fifteen years of training that have gone before; it will be so with the sixteen-year-old girl of next year and the one of the year after that. It might be said that we ought to prepare for every crisis about a decade before it arises.

The Role of Parents.—This is, of course, of paramount importance. There is no satisfactory substitute for a good home and effective parents. This is the major conclusion of two decades of scientific study of the behavior of child and youth. To this conclusion, in principle, most persons will promptly subscribe. Unfortunately, there is much



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less acceptance of what it means in the way of everyday obligations. I should like to point out several things it means to me as a parent.

Being a parent is a continuing job. It must not be worked at intermittently or at odd moments. War creates temptations for parents to forget this. Defense work may seem more "interesting" than the supervision of a child's conduct, but the relative importance of these two for the national welfare is quite clear. Here is Mrs.

Blank, whose day is a round of war activities—and uniforms; her fifteen-year-old daughter runs riot. This is a poor choice of service. Rhetorically speaking, an effective mother is worth five Gray Ladies or an equal number of emergency aides. Outside employment of parents may offer financial temptation to avoid parental responsibilities; youth employment may lead to a premature dissolution of family supervision. The withdrawal of a parent for military service or for defense production is a serious loss and throws a dual responsibility upon the other parent. This in turn demands a double effort of the remaining parent. Again there is no substitute.

Being a parent is a changing job. The problems of adolescence differ from those of childhood. Normal adolescence involves a gradual social weaning process in which the relationships between parent and child are put on a new footing. Both parent and child have to adjust to the new relationship. Coercion and control give way to guidance; respect must take the place of dependence. "Mother! your daughter is growing up! Do you remember your own expectancies, and experiments, and possible vagaries? In your daughter these are to be watched, channelized into socially approved ways, not exorcised."

Being a parent is a difficult job. It is so with children of all ages. Each age presents its own complexities, but adolescence in particular calls for actual artistry in human relationships. A part of the relationship between parent and adolescent partakes of the nature of a game, in which the latter experiments to see what liberties may be taken. Effectiveness in dealing with this does not necessarily mean compulsion. Here is scope for the practice of an art. Diversions may prevent frontal attacks; excitement under supervision may take the place of excitement running riot. The contemporary American home can utilize some good armchair strategists. "Forget Africa, Dad; wake up to your own home front!"

Being a parent in wartime is peculiarly a matter of psychology. How does your home react to this global war? Is there semi-hysteria in it? Is there an undue glorification of the uniform? Do you say, or imply, that the customary rules and observances of life are in abeyance now that we are engaged in a world war? In talk at the family meal, in conversations with neighbors and guests, in conversations over the telephone, in the selection of radio programs, in facial expressions—in these and endless other ways, parents are registering the values they believe in, identifying their attitudes, and communicating their emotions, both

consciously and unconsciously, to their children. It is these parental attitudes and values that adolescents reflect in their behavior. And don't be fooled, parent, your Harold Teen or your Lillums reads between the lines more often than through them.

The Role of the Community.—Finally, there is the role of the community in the problems of wartime adolescent behavior. There are two types of community factors that should be emphasized. First, what obstacles or vicious influences for adolescent youth does the community maintain? Why should adolescent girls be arrested for going to conspicuously vicious resorts with service men when adults in the public service permit such places to operate? I once saw a girl sent to a state reform school for stealing at her father's command and under his supervision, and with no action taken against the parent. This case and the arrest of adolescent girls who seek diversion with service men in taprooms seem to me to be cut out of the same cloth. They both indicate a failure on the part of the community to appreciate the most elementary relationship between cause and effect in the behavior of youth.

A second group of community factors has to do with the opportunities for service men and adolescent girls (and older girls too) to meet in socially accepted ways and under socially acceptable auspices. It is of particular importance to consider this in areas adjacent to military posts, and only on an organized or community basis can such a need be met adequately. Another very important question for every community to ask itself today is this: What opportunities are there for adolescents to participate in war activities? Adolescents want to be in on the war, too, and in ways that are emotionally satisfying. It is well to remember that this may include more than the collection of tin cans and rubber or the purchase of war stamps.

The Comprehensive View

IN SUMMARY, the fundamental theme of this article is that the problems of adolescents in wartime are the normal problems of adolescence, stepped up to the tempo of war. They are to be considered against the background of its changing and colorful psychology. War works no sudden change in human nature or in the natural sequence of cause and effect; only in that it accelerates their operation does it create more responsibilities for service man, adolescent, home, and community. And this, I take it, includes all of us.

Communities Also Must Mobilize

As great as may be the responsibilities of the American community in wartime, they are only a preface to its responsibility for return to the normal ways of life in time of peace. This whole gigantic mobilization for war must some day be reversed. According to present schedules, if all soldiers and sailors should return to their home communities, this demobilization process would increase the population of every place by about ten per cent. At the same time, the majority of workers in war factories will be turning to peaceful pursuits. The effects of the shifts will reach millions of individuals in as profound a manner as the effects of mobilization have done.

What we learn during the war we must not forget in peace. After the armistice we may not feel the whip of time or the spur of necessity to such a sharp degree, but we still should not be weary in well-doing.

Let us not forget that considerable progress is being made in this war that can be applied to peace needs. Improvements in health and education, determination to improve the food supply and the food habits of the people, potentialities for practical education, discovery of more efficient methods of labor utilization—all are advances that can be applied to peaceful progress.

American postwar communities must be in the van of the fight to achieve freedom from want. Freedom from want is not a mere idealistic vision; it is a goal attainable by concrete measures. The first line of defense is full employment, preferably in private industry operating under the profit system, but with public employment to fill any gap that may remain. The second line of defense is a thorough system of social security and aid that will protect the individual against hazards over which he has no control. The third is a well-balanced system of public services that will develop the capacity of the individual to avoid want and will also protect him in his everyday pursuits.

Assurance of full employment is primarily the responsibility of industry. I was greatly pleased to see the results of a recent survey of American businesses, which showed that ninety-five per cent of them are either presently at work or soon to begin work on postwar plans. Likewise, many states and communities are amassing lists of needed construction projects. This will provide an

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opportunity for public work to pick up any slack in private employment.

Although it is an excellent idea for communities to lay out postwar plans for the construction of public works, too few of them are giving adequate consideration to the rehabilitation and development of public services. No building is useful unless it houses a needed service. Surely we should take thought first for our public services, letting the needs for construction grow out of the services planned.

We shall, of course, need first of all to rehabilitate services reduced by war. The thousands of doctors and nurses who are now mobilized will return. Some of the teachers who are working in war industry will be released, and various types of personnel will be available.

People sometimes ask me how we can plan for the postwar period when we don't know what shape the end of the war will leave us in. That, to my mind, is defeatism. I agree that it is not possible to make a detailed blueprint at this stage. But many problems can be discerned. What we need at this stage is wide discussion.

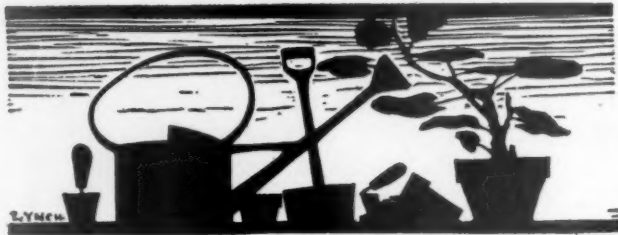
In the fields of public health, public education, and public welfare, the financing and administration of programs is peculiarly a responsibility of state and local officials. Democratic planning in these fields must come from the grass roots; otherwise it is unrealistic. The Federal Government may enter the picture as a leader and financial partner, but the real urge for the development of the services must come from our communities.

American communities are the basic units of American democracy. We shall preserve democracy while we are winning the war, or we shall submerge the democratic processes, just to the extent to which American communities function or fail to function in this hour of crisis. Let us hope that American communities will view the job ahead with a prophetic vision and pursue the goals ahead in vigorous local planning and organization.

Prepared from an address given before the New York regional meeting of the National Conference of Social Work.



GARDENS FOR BABIES



WITH food rationing on the increase, most families that have, or can get the use of, a suitable piece of ground will want a Victory garden this year. It will help insure an adequate supply of necessary foods for all the family and will make its contribution in the national production record. Gardening can provide a satisfying activity for the children's summer, and their work can help reduce the hours put in by adults perhaps overburdened by other duties.

Babies take to gardening like ducks to water, or a teen-age boy to a car! In the first place, babies love to dig and grub around in the earth, just as they do in sand. Then, too, they love to own things and to make things—to be creators. It is a deep satisfaction to look at something and say "I made that!" If the thing is alive, growing and changing, responding to the care you give it, the joy is doubled. And the cherry on the top of the treat is that the products of a garden are delicious!

Imagine having your very own gorgeously extensive mud pie, which will come alive and grow a variety of little creatures, each with individual needs and habits. They will be yours to care for, to watch and protect. Imagine further that from time to time they will supply you with delicious foods, and that everyone will praise you for helping to win the war! Whew! Don't you wish you were five or six and could have your first little garden within the family Victory garden?

Assume, then, that the child shall have his own garden spot. What practical questions arise?

How large should it be? Of course there is no one answer to that; it depends upon the space available, the age of the child, and his natural gift of perseverance. The plot should be large enough so that the plants are not crowded, but small enough so that its care will not become too much for the child. For many a young child a space ten feet square turns out to be ample, although, like some of us, he usually wants to "bite off more than he can chew." He wants some of every seed you have, and has no conception of the space or the labor involved.

It is not a bad idea to limit the size of the plot according to your own best judgment, and then, when planting time comes, let him learn how much he has room for. Let him plant first

RHODA W. BACMEISTER

choice first, and so on, and the problem may solve itself. If he is still bursting with ambition when the plot is full, encourage him to "adopt" a row of corn or beans in the family garden. That gives him a feeling of sharing family work, as well as taking care of what is his own. It also allows you some leeway for helping him out later, since everybody works on the family garden.

Gardening Is an Adventure

ONCE THE plots are laid out, the soil must be prepared. Plowing or deep spading must, obviously, be done for the child, but he should certainly be allowed and encouraged to dig and rake his plot to a smooth, soft seed bed. For this work he needs real tools, not the cheap toys that are often offered for children. Sturdy, well-made children's sets of rake, spade, and hoe are sometimes available, but a good plan is to buy "ladies' size" tools. Cut the handles off a little if necessary.

When it comes time to plant the seeds, each child makes his own selections from the family stock. Explain to the children which plants will soon be ready to eat, and encourage the choice of plants moderately easy to cultivate. This is also a good chance to explain the healthfulness of

AT the earliest sign of spring the thought of this year's Victory gardens, bright with hope and promise, begins to fill every American mind. Shall not our children, even the youngest of them, have their own rightful share in the age-old creative joy of gardening? This article, eighth and final unit of the study course "Babies in Wartime," is a plea for their inclusion and a testimony to their genuine usefulness as helpers in the garden.



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easier to keep at it that way. It may be better for some children to work only half their plots each day. In that way it doesn't look like quite so big a job each time, and there is always the "before and after" contrast to inspire the worker.

Guard Duty in the Garden

THIS IS the time to dramatize the job—"Hi-ho! Hi-ho! It's off to work we go!" or "Johnny get your hoe, get your hoe, get your hoe," and out the family marches, a squadron of fighters on duty to help win the war.

"We must get reinforcements to the beans today;

green and yellow vegetables and of tomatoes. If you can induce the child to raise some wholesome vegetable of which he is not very fond, you will be laying a basis for his learning to like it.

Show children very carefully how to plant, making a little ritual of it. They love how-to-do-it rituals. Stake out rows at proper distances, spacing plants or seeds carefully to allow ample room for growth. Most amateur gardeners overcrowd the plants, so, unless you are quite experienced, *follow planting directions exactly*. Directions for spacing may be had from gardening books, magazines, catalogs, or seed stores. The general rule in regard to depth is to plant any seed at a depth of about four times its own diameter. What chance has a little lettuce seed if you make it try to dig its way up from Chungking?

When setting out plants, such as tomatoes, show the child how to "mud them in" and to take off enough leaves to compensate for probable breakage of fine roots. The plants need protection from the sun and wind for a few days, too.

Now the garden is in, and soon the tiny plants come bursting through the soil. Is there one of us too blasé to thrill again at the sight of that miracle? But oh, alas! the weeds burst through even faster, and a banquet is set for all the insect hordes!

There is work to do now! Rake and hoe and pull weeds; spray and dust and kill insects; keep the ground soft and loose, don't let a crust form! At this time regular work is necessary every day, or at least every other day. Set a definite time for it, and if possible plan to work all together. It's

the jewel weeds are strangling them. And just look! The striped cucumber beetles have landed in force and are attacking the squashes!" That sort of game keeps up lagging enthusiasm, and may also prove valuable in giving healthful release to war-born emotions too big for children to handle. A word of warning here—worms and weeds are *not* Nazis and Japs—not unless you want to be a carrot or a radish yourself! Human beings are human, and let us do nothing that might make us forget it about those of any "race, color or creed," if we want to preserve the bases of democracy.

Another stimulus in the long hours of cultivating is interest in learning more about the plant and animal life of the garden as you work. To some extent this information is a natural by-product of gardening. You have to know what to do, and it is only natural to ask why you dust the melons but spray the cabbages, and why you mustn't disturb bean plants with the dew on them. Any child likes to find out such things.

He can begin to learn at planting time. There will be no need to dig up the seeds to see how they grow if you put a few between sheets of damp blotting paper where you can watch them. Open a lima bean seed and examine it with a magnifying glass. Look at the "eye" of a potato in the same way, and it is easy to see why we cut seed potatoes up the way we do.

Gardeners need to know which animals help the garden and which hurt it, too. Some insects eat plants, but some eat other insects. Earthworms, birds, toads, and snakes are friends who should be welcomed as helpers in any garden. Learn

about them. Sleepy Mr. Toad has probably been up all night raiding enemy positions among the potatoes. Of course the robins did steal a few peas, but you can surely afford that much pay for their good work in catching cabbage worms for their nestful of babies.

Fun for the Budding Scientist

IT IS very little trouble to slip that magnifying glass into your pocket when you go gardening, and it pays big dividends. Most of the weeds and beetles and caterpillars that have to be destroyed in a garden are beautiful creatures, or maybe comical-looking ones, with interesting structure and habits that it is fun to observe.

Have you noticed how the bindweed, pretty little cousin of our cultivated morning-glory, always twists in the same direction as it climbs? Do the pole beans twist the same way, or the reverse? If the purslane or mustard gets ahead of you in some corner, try boiling the leaves for greens. We have almost forgotten the wild greens our ancestors enjoyed, but if we had no spinach we should be glad of purslane. Perhaps you will even like it better!

If you set a shoe box in a shady spot nearby, everybody can drop into it a specimen of each insect he finds, together with a sprig of whatever plant it was on. Then, after work is done, there is time to get out the glass and see the differences in mouth parts that tell you which insects chew the leaves and which suck out the juices, or to take a dead beetle and see how perfectly the gauzy flying wings fold under the prettily decorated wing cases. The children may like to keep some kinds in a little screened cage and supply them with fresh food so that they can watch the laying of eggs and the whole life cycle. If you try it be sure to supply loose, moist earth, as many insects lay their eggs underground.

These things are more and more fascinating as you go on observing and studying them, and it's

not a bad way for a child to get a basic realization that "all God's chillun" have beautiful and interesting aspects, even those that must be destroyed when they invade our gardens. I have no space to develop that idea, but I give it to you as a seed. You take it from there and see what you can raise in the way of tolerances and understandings that may make a lasting peace possible some day!

The early part of the summer is the time when weed-fighting is hardest, and that is one reason why it is so nice to have some vegetables that reach the edible stage early. As soon as one can begin to reap the rewards of effort, it becomes easier to go on.

The Happy Moment

AS THINGS ripen in a child's garden, remember that each is important. Never let the identity of a prized vegetable be lost by mixing it with others. Junior's first radish appears on the table in a special dish, and he will probably want to cut it into enough parts so that everyone may taste how really delicious it is. Mary's peas are ready the same day as the family row, but everyone tries a few of hers before getting a regular serving. Congratulations and appreciation flow freely. Perhaps Mary herself never realized before how good peas can taste!

Yes, children take to gardening. Their bodies grow sturdy with sunshine, exercise, and good, nutritious food; their quick minds store up information about the structure, needs, and habits of plants and animals; and their characters develop in industry, persistence, joyful sharing, and perhaps even deeper understandings and tolerances. Besides, they have a wonderful time at it—and so do the adults who guide them!

So this summer let's encourage Victory gardening by the children, for the children, in order to help insure that children with strong bodies, alert minds, and brave, friendly spirits shall not perish from the earth.

THE SAGES ON GARDENING

Many things grow in the garden that never were sowed there.

What a man needs in gardening is a cast-iron back with a hinge in it.

This rule in gardening never forget:
Sow the seed dry and set the plants wet.

Many a good garden has a few weeds.

To own a bit of ground, to scratch it with a hoe, to plant seeds and watch the renewal of life — this is the commonest delight of the race, the most satisfactory thing a man can do.



Notes from the Newsfront

All-Time High.—The birth rate in these United States showed a record increase during the year 1942. More than three million babies were born, the largest number in any single year in the history of our country.

House of the Future.—Some of the amazing predictions that have been made concerning the American home of the future are: Rooms without radiators will be warm in winter; rooms with no fans and no open windows will be cool in summer. Whole walls will be movable; these will be made of plastic or light metal, so that the householder can shift them about as he likes, taking out any partition at will to make a larger room. Music will come from the walls and the ceiling as a world-famous conductor appears on the television screen in the living room, leading a symphony orchestra hundreds of miles away. Automatic dishwashers will be improved so that they can dry and store the dishes as well as wash them. Beds will be equipped with electric blankets containing adjustable thermostats to regulate the heat.

Substitute Service.—Two twelve-year-old boys in an Eastern state recently shoveled all the snow away from every residence in their block that displayed a service flag. "We figured," said the boys, "that those families had boys in the Army or Navy, and those boys would have shoveled the snow if they'd been at home. So we did it for them."

Point Rationing Suggestion.—Many grocers are suggesting to American homemakers that they buy the entire supply of rationed processed foods for the current period at one time. This, grocers say, will require a bit of intelligent advance planning with pencil and menu sheet, but will be more than compensated by the saving of time and temper it will insure in the long run. Careless buying is likely to result in wastage of small point values. With a little foresight, it is entirely possible to make a single selection of the family's rationed needs for as much as a month. This cannot be done, of course, with meat, but anything that can be stored in the pantry can be bought in this way.

Overseas Gifts.—No package of any kind may now be sent to a serviceman overseas unless the sender exhibits a written request from the serviceman himself for that particular article. No package can be mailed to a man in overseas service if it is more than five pounds in weight or fifteen inches in length or if it measures thirty-six inches in combined length and circumference.

Life in the Midst of War.—The Russians in Leningrad, although the siege of that city lasted seventeen months in all, maintained a fair semblance of normal life. Most of their factories, schools, and churches continued to function, and more than a score of their motion picture theaters remained open throughout the siege.

Mortimer Mouse.—The world-famous Mickey Mouse, whose image has appeared on thousands of wrist watches, toys, masks, balloons, military insignia, and articles of sportswear, and whose fame as a film performer has

spread to the outermost boundaries of civilization, was originally christened Mortimer Mouse by his creator, the equally famous Walt Disney.

Oolong Origin.—The first cup of tea ever brewed was produced as a result of the fact that a certain Chinese mandarin, wishing to disguise the unpalatable taste of water from the Yangtze River, steeped in it some dried leaves from an ornamental shrub that grew in his garden.

Dependable Pay Check.—The pay of an American soldier captured by the enemy is continued and the accumulated amount given to him upon his return, after deduction of insurance, allotments, etc. A soldier reported as missing is kept on the payroll for at least one year.

Clever Canines.—Dogs in the United States Army are performing a number of highly useful and intelligent services, but one of the most interesting fields in which they are trained is rescue work. Any dog that finds a wounded man goes back at once to headquarters, attracts attention by chewing on a short wooden stick that hangs from his collar, and then shows the rescuers where they may find the soldier.

Hotel Procedure.—The crowding of hotels in our larger cities, especially Washington, D. C., has caused a great deal of comment lately and has been the subject of many jokes and cartoons. Actually, however, the private hotel room was unheard of in America up to a little more than a century ago; hotel rooms were customarily shared with strangers, and nobody thought it odd.

Weather Wisdom.—Victory gardeners are being warned to take good account of weather conditions before putting in their seeds. It is never wise to rush the season. In a wet, cold spring, one should wait for the weather to settle; wet soil should never be worked. Soil should be slightly moist but dry enough to crumble. Disregard of these basic principles may cause loss either by freezing or by decay of the seeds in the soggy ground. There is a difference in season for different vegetables; directions on seed envelopes should be meticulously followed.

Army Vernacular.—The new Army has a long and picturesque list of characteristically lighthearted terms in which to refer to the military life. Dishwashing is "bubble dancing." Salad is "grass." The guardhouse is "the Cross Bar Hotel" or "the clink." The bath house, with its rows of showers, is known as the "rain room." A raw recruit is a "yard bird." Coffee is "battery acid."

Victory Books.—It is reported that books currently donated to the Victory Book Campaign are reaching a high level of desirability. The slogan "Give the book you'd like to keep" has had much to do with this improvement, it seems. In last year's campaign a great many unsuitable books, some of them dealing with topics far removed from masculine interest, had to be discarded. Donations this year have been generous from the point of view of selection as well as from that of mere numbers.

AFTER five decades of unprecedented growth and achievement, the American high school today faces its greatest test. It must train a new generation to wage war for the freedom of the world.

High school students are preparing for induction into their country's service on both the military and the home front. Everywhere they are joining the High School Victory Corps in order to qualify for posts in industry, civilian defense, the Army, the Navy, the Marines, and the Air Force. Physical education, consumer education, mathematics, science, military drill, and numerous other specialized branches are receiving new emphasis or being focused upon war needs.

For the war against Hitler, Hirohito, and Mussolini, high school youth needs the program of the Victory Corps. For the war against fascism it needs more, much more.

This is not an ordinary war. It is not the old war of nation against nation—futile, costly, a bloody competition of rival imperialistic powers at the expense of the people. It is not the sort of war that for twenty years the schools have taught the youth of America to hate and to repudiate. For that kind of war, mere technical training in the high school would be enough.

In this war we need a Victory Corps that knows not only how to shoot but also what the shooting is

THE HIGH SCHOOL

JOHN J. De BOER

about. Youth has every right to know this.

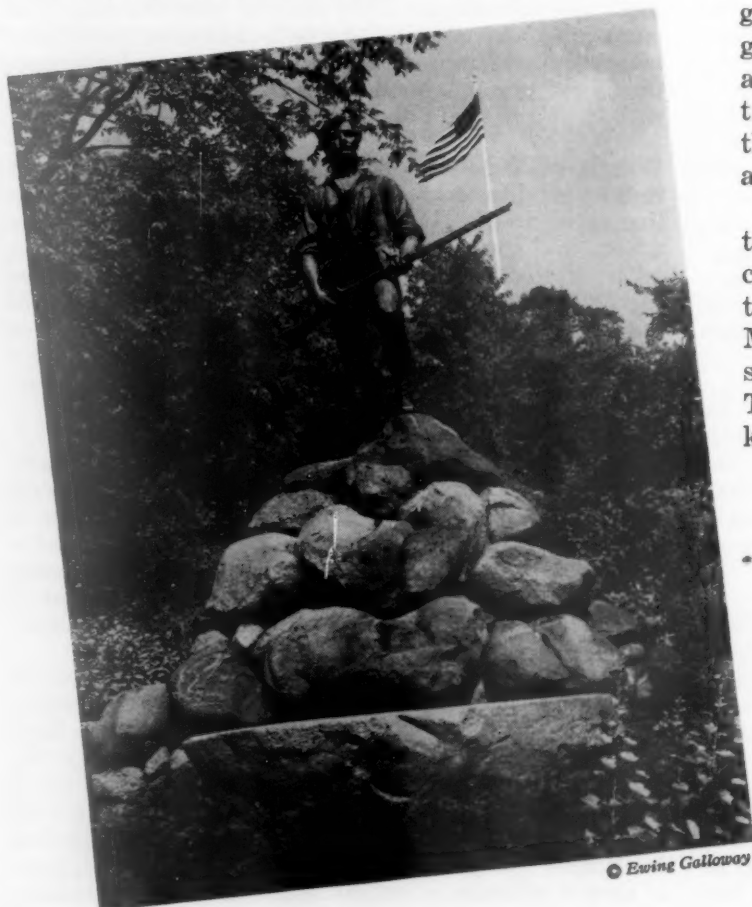
Vice-President Wallace, Wendell Willkie, Sumner Welles, and President Roosevelt have told us that this is a new kind of war. It is a contest between the common people of the earth and their betrayers and oppressors, a contest inseparable from the immediate conflict with the Axis but broader and perhaps longer. When the armies of the enemy nations have been defeated, boys and girls now in high school must know how to follow through for the complete victory of the democratic forces of the world.

A Tradition of Progress

FIRST, then, among the tasks of the American high school is the teaching of the true meaning of our own Revolutionary tradition. The American Revolution must be seen not as an isolated incident in our national history but as a symbol of our continuing purpose as a people. It was merely the beginning of a process that is still going on. The successful struggle for self-government was followed by the gradual achievement of greater rights and opportunities for the common man. The Civil War and the emancipation of the Negro were in a sense a continuation of the Revolution.

Labor today has more rights and opportunities than it had a hundred years ago. Fewer children work in industry today than at the time of the World's Columbian Exposition. More children and youth have access to free schools today than at the turn of the century. The people keep on being defeated, yet they keep on inching forward.

And the struggle goes on. The road to real freedom is a long and sometimes a hard one. Many things remain to be accomplished. Security for children, the aged, the sick, and the unemployed still awaits full realization. Democracy is and will continue to be a hope toward which we press eternally forward. Democracy is struggle, it is growth, it is faith. Fascism is static, taking its inspiration not from what it is determined to become but from its self-deluding, backward-looking legends of past glory or racial descent. American youth must learn the meaning of the ongoing American Revolution.



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OL GOES TO WAR



Truth Has the Right of Way

TO HELP youth understand the meaning of the "Free World Victory," high schools must persevere in teaching the truth of these things. Pioneer teachers are re-interpreting the Declaration of

Independence and the Gettysburg Address in terms of the people's unrelenting drive toward freedom. They are revealing the deadly parallel between the Tory or the Copperhead and the fascist-minded person of today. Jefferson, Paine, Whittier, Whitman, Lincoln, Steinbeck, and Sandburg embody for them the spirit of the people's battle. The story of labor is being told. Government reports and minority publications as well as ordinary textbooks are used in their classes. This type of teaching is needed and must become more widespread.

The second great war responsibility of the American high school is to aid youth in discovering the essential pattern of the rise of fascism. The conditions that brought the Nazis to power in Germany may occur anywhere, and our best hope of resisting the emergence of fascism in our own country is a clear understanding on the part of all of us concerning its nature and its methods.

We now have fairly accurate and reliable information, for example, about the financial support Hitler's sponsors gave him in the days when he was a relatively obscure paper-hanger-agitator. We know that certain industrialists and bankers contributed heavily to his campaigns. We know that he used propaganda and prejudice to gain and hold power. We know how he appealed to the German middle classes for support and then liquidated them in less than a decade, concentrating all economic power in the hands of a few giant corporations.

How many American high school students are familiar with these facts—in comparison, let us say, with the number who can recite

the campaigns of the Civil War? How many small businessmen know what happened to small business in Germany under Hitler?

Knowledge of the anatomy of fascism on the part of high school youth is a matter of peculiar urgency today. In the third and fourth year of the high school at this moment are the boys who will fight in this war and return after the war to determine, in large measure, the nature of postwar American society. Will they come back war-weary, disillusioned, isolationist in an interdependent world, ready to yield themselves as storm troopers or mobsters to fascist-minded sloganeers who in the end will destroy them? Not if they have learned the lesson of Germany's recent history half as well as they learn the principles of radio transmission or of the mechanics of aviation.

Justice for the Oppressed

THE THIRD, probably the most difficult, of all the school's war tasks is to inculcate hatred of fascism without at the same time fostering hatred of the common people of fascist countries. The radio, the motion picture, the magazine, and the newspaper are powerfully assisting the schools in revealing the brutal character of fascism. There are now not many Americans left who have anything to say in favor of fascism; but while there

THE war that shakes the world today is a new kind of war. The statesmanship that will determine the peace is a new kind of statesmanship. And the citizens of the postwar world—the boys and girls now preparing in high school classrooms for the tremendous tasks that will be theirs tomorrow—must discover and demonstrate a new kind of citizenship. What manner of citizen will be needed to control the destinies of tomorrow's democracy? This article, one of the important discussions of current educational trends offered by the *National Parent-Teacher* this year, discloses the most important needs of the hour.

are any at all, such Americans are doing Hitler's work for him.

To the well-informed American youth fascism represents the destruction of all the values that are worth living and dying for. It spells the death of freedom, of true science, art, and religion, and of all decent human relationships. The youth's hatred of fascism is not academic; it is translated into a determination to fight with every weapon at his command all those who serve the fascist cause.

But he must not fall into the trap set by those who wish to turn this war into an orgy of hate against the enemy peoples. There are those who would divert him from the true sources of fascism, which are not national but international, by dusting off the myth of Teutonic militarism. This doctrine is quite as false as the doctrine of Aryan supremacy.

Mr. Roosevelt and Mr. Churchill saw that we can build no new world order on mass hatred, and at Casablanca they wisely distinguished between the enemy peoples and their leaders. Let us rather face the greater danger—that the leaders may escape in the hour of defeat, or even be returned to power in some capacity!

Mending Our Own Mistakes

A FOURTH war task of the schools is the strengthening of national unity. A thorough understanding of a few basic scientific facts about race would go far toward dispelling certain Nazi notions of racial superiority that still threaten to divide us as a people. We cannot afford to deal in generalities with the problem of racial and religious prejudice in the United States. The schools must resolutely teach the principle and the ideal of equality among the diverse culture groups that make up our nation. Race and religious prejudice in America is due in part to an apparent conspiracy of silence, not only in the press but also in the nation's classrooms, with respect to these facts. We can help to build a strong, united nation if our schools will systematically promote, not mere tolerance, but respect and good will for people of widely differing cultural, religious, and racial backgrounds.

A Sovereign World

FINALLY, we must build world-mindedness—now. Later will be too late. We begin with unity within the nation; we must continue with unity among the United Nations; we must look forward to unity among all the peoples of the world.

To that end it becomes acutely necessary at once to introduce high school youth to the life of our neighbors, the peoples of Latin America. No sterile recitation of South American rivers and capitals, or even of chief products, will do. We need to know the peoples of Mexico and Central and South America—their glorious history of struggle against tyranny and their brave quest for freedom and economic security today. Bolivar and Juarez and Toussaint L'Ouverture are truly American heroes from whom, as well as from our own great leaders of the past, we may take inspiration. We can learn much from the tolerance, the friendliness, and the native arts of the peoples of Latin America. But beyond all this is the necessity of preparing ourselves for the role we must play in the postwar world.

Our debt to the peoples of China and the Soviet Union, magnificent in their resistance against the aggressors, grows day by day. The life of the Chinese people even today is as foreign to our youth as is the Chinese language. The same to a great extent may be said of Russia. Yet with the flood of excellent new books on the Soviet Union, many by established and respected American writers, there can be no excuse for ignorance of Russia on the part of any high school graduate.

This is the high school's war job—to prepare young men and women who are spiritually, intellectually, and technically equipped to fight for democracy. The voices calling for such an intensive, many-sided program of education for our youth are rising on every side. These voices must be heard by those who mold and administer the curriculum of the American high school. The democratic offensive must get under way in the schools before it is too late. This war, and the peace settlement to follow, will truly test whether this nation, or any nation "conceived in liberty . . . can long endure."

THE REALISTIC VIEW

It is very well to be confronted with the ugly realities, the surviving savageries . . . that civilization denies; for until we recognize them we shall not abate them, nor even try to do so.

—WILLIAM DEAN HOWELLS

I am seeking only to face realities and to face them without soft concealments.

—WOODROW WILSON

He who will not reason is a bigot; he who cannot, is a fool; and he who dares not, is a slave.

—SIR WILLIAM DRUMMOND

QUALITY PEOPLE FOR A FREE SOCIETY

Yours, Mine, and Ours

BONARO W. OVERSTREET

THE privilege of paying taxes is a thing that too many of us have never considered. Yet it is the taxes we pay that afford us comfort, protection, security; that enable us to educate our children; that open to them and to us the untold treasures of libraries, parks, museums, cultural and natural resources of every kind. This article, which describes the participating attitude of the "quality person," sheds new light on an old theme and presents a renewed ideal of citizenship.

SOMEWHERE among my souvenirs there is a frayed piece of orange satin ribbon bearing the printed legend: Geyserville Union High School Bond Election. That is the badge I wore, years ago, during a campaign to build a high school in my home town. That school meant a lot to us youngsters—and to our parents. So we students put on our badges and marched and distributed handbills. Our parents talked on street corners and across line fences. The bonds carried by a triumphant majority. We took off our badges—happily and regretfully—and put them away to keep.

I have always been glad I was in on that campaign. What it did for me was to turn common ownership into common experience, changing a public institution from something I could take for granted into something for which I myself had planned and worked—not alone, but companionably, with friends and neighbors.

Robert Frost has written:

"Every child should have the memory
Of at least one long-after-bedtime walk."

I would like to paraphrase his words and say that every child—and every adult, too—should have the memory of at least one active adventure in making or improving, with his own hands and



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mind, some public, tax-supported property or service. For the experience would leave him with a new sense, at once dramatic and responsible, of what it means to belong to the human community.

Not What We Once Were

WE ALL know there was a time in American history when public properties—the town hall, the church, the school—had a far more intimate linkage to the lives of average adults than they now have. These properties were voted into existence by people who knew why they were necessary—who actually felt the lack of them if they were not there. They were built by the labor of the same people who voted them into existence; and they were used, regularly, by those same people. If a public building was destroyed, it had to be replaced by material and labor the worth of which citizens could measure in terms of their own muscular effort.

We no longer live in that sort of America. New public property, now, more often than not, comes into existence by means the average individual knows little about. He may or may not have voted upon a bond issue. But the chances are slight that he took the initiative in getting the vote started—or that he knows anyone who did take that initiative. The chances are even less that he will make

any contribution to the public project except impersonally, through taxes. The work that is to be done will be done by specialists, not by lay citizens. Nor is it probable that the finished project—whether it be school or park or town hall—will be a place where adult citizens meet regularly to reaffirm, in talk or work or play, their communal “togetherness.” They may, as individuals, use the park. They may send their children to the school. But the work carried on within the new public institution will be carried on by specialists—specialists, for the most part, who think it a little odd for the plain citizen to hang around too much and make a nuisance of himself.

The danger here is that the very institutions we must depend upon for our common welfare and support with our common taxes will seem to us always to belong to somebody else. Because we feel the difference that taxes make in our family budget and do not feel with any equal intimacy the difference that public institutions make in our lives, we even come to resent every new public project. We count it at best a necessary evil and at worst something wished upon us by some political force that many of us like to call bureaucracy.

All too often, as a matter of fact, we learn to overlook our own daily reliance upon public properties and services—schools, streets, roads, bridges, libraries, parks, fire departments, sanitary departments, and all the rest. We get the curious notion, somehow, that we ourselves, independently, look after ourselves, but that we are called upon to pay taxes because there are a lot of other people in society who have to be looked after. I never get over being amazed at the number of taxpayers who seem to regard their taxes as a sort of grudging donation to the poor—never thinking, apparently, of all the tax-supported projects upon which they themselves depend for convenience and safety.

Again the Quality Person

NOBODY knows exactly, in modern society, what should be privately owned and what should be public. Nobody can know; for in a changing world the whole question of right ownership is one of the shifting, many-sided, unanswered questions.

About some things, however, we can be sure. One certainty is that in any organized society there must be a good many public properties and services, paid for by all and used by all who have occasion to use them. Another certainty is that these properties and services will be kept on a quality level only if we hold toward them a quality attitude—an attitude of responsible personal in-

terest. If we all think of them as an expensive nuisance, or as something for us to use but for other people to look after, they will become shoddy and corrupt—and we, then, as likely as not, will use their shoddiness and corruption as reason for further indifference.

The old proverb declares that “Everybody’s business is nobody’s business.” But the quality democrat knows better. He knows that, in the kind of society he cherishes, there is a sense in which everybody’s business is everybody’s business; just that. There is a sense in which every citizen is responsible for the high-level conduct of every project that has been decided upon as necessary to the good of the whole society.

Every time I hear people begin to talk about taxes and government, I prick up my ears to listen; not so much to learn about taxes and government, as to learn how these particular people feel themselves related to the common projects paid for by taxes and the common enterprises carried on by government. For if a person regards taxes, always, as something to grouse about, and government, always, as something to be spoken of as “they” instead of “we,” I am fairly certain that person has not yet learned what democracy means.

The quality democrat, I have noticed, is characterized by four distinct attitudes toward what is public in our society.

In the first place, he does not habitually think of taxes as money wrested from his reluctant fingers to support some political machine or some group of people too lazy or incapable to look after themselves. Rather, he is amazed that he can, because of the human invention of taxes, buy so much for so little—buy for a few hundred dollars a year the education of his children; the use of libraries, paved streets and highways, parks and playgrounds; sanitary protection; protection against fire and theft and epidemic; and a myriad other goods and services he could never in the world buy for himself with his own private income. Here, then, I take it, is the first mark of the quality person for a free society: a capacity for grateful surprise that he can, through the institution of taxes, buy so much for so little.

The second mark is willingness to play a personal part in the adventure of making and running a society. To play such a part, in our modern complex world, calls for more than good will. It calls, often, for a high order of imagination and inventiveness.

I remember, for example, how a group of mid-western college women invented for themselves a way in which they could serve the school system of their city. A liberal and intelligent superintendent had, over a period of years, made that

school system into one of the best in the country. Suddenly, however, he was brought under attack by a powerful reactionary group which, labeling his accomplishments as "educational frills" and calling for an economy budget, threatened to undo all his good work. Into the office of that superintendent, one day, came three representatives of the College Women's Club. And they came for a unique reason: to ask whether the college women could not be made into trained spokesmen for his educational aims and program.

"You see," one of the women explained, "we figured it this way. When you or your teachers talk about the needs of the schools, people are likely to discount what you say. For they'll keep remembering, while you talk, that you have an economic stake in the system you are defending. But we—well, we're on the outside. We aren't school people, professionally. We're just citizens. If you could meet with us a few times—or have some of your principals meet with us, perhaps—to teach us just what your aims are, and why you think they're important, and what the school money is used for, then we'd like to take on the job of explaining to the public."

Gratefully, the superintendent did meet with them—some twenty college women—in a series of afternoon sessions. He gave them, for their fighting equipment, a fact-laden and hope-laden course in education. For several weeks then, before an election, those women talked to citizens—to individual citizens and to groups of them, wherever they could make a chance to talk. Not only did they, in the end, save their local schools from the forces of reaction, but they proved that it is still possible for those who have creative imagination to take a personal part—not just an impersonal taxpaying part—in the adventure of society building.

The third mark of the quality person is his responsible, caretaking attitude toward public properties. He does not, as a parent, punish a child for marking on the wallpaper at home—and then remain happily indifferent while the same child rips the bark off a rustic fence in the park.

He does not, as an employer, demand absolute neatness in his office—and then, on Sunday, leave all the litter of a family picnic lunch strewn upon the public lawn. He does not quarrel with a neighbor because that neighbor's puppy has buried a bone in his tulip bed—and then, on a spring afternoon, ruthlessly break flowering branches from a dogwood tree along a public highway.

Finally, the quality person has the kind of imagination that enables him to think not merely "mine" and "yours" but also "ours." He has, in short, an emotional capacity for common endeavor and shared experience. He knows that human beings have engaged in no more dramatic adventure than that of trying to make a workable society in which some things belong to each and some things belong to all. And he is willing to share wholeheartedly in that adventure.

Unfinished Business

IF WE ask what our public properties and services do for us, we can answer that they give us *protection from and enjoyment of*. They give us protection from crime, fire, flood, disease—protection that allows us, with an amazing degree of confidence, to go our individual ways and attend to our own preoccupations. But also they give us enjoyment of education, beauty, recreation, basic security. The police state and the service state—our democratic society is a mixture of these two. It defends us when we could not defend ourselves; and it provides experiences of enjoyment and growth we could never provide for ourselves.

No one yet knows what balance will finally be struck, in modern society, between private property and public. But this we do know, if we have really sensed the drama of democracy: that we cannot rightly belong to the society we love unless we pay with something more personal than taxes for the public properties and services we enjoy—unless we pay for them with our gratitude and our participating effort, with our sense of responsibility and our imaginative power to think not only "mine" and "yours," but "ours."

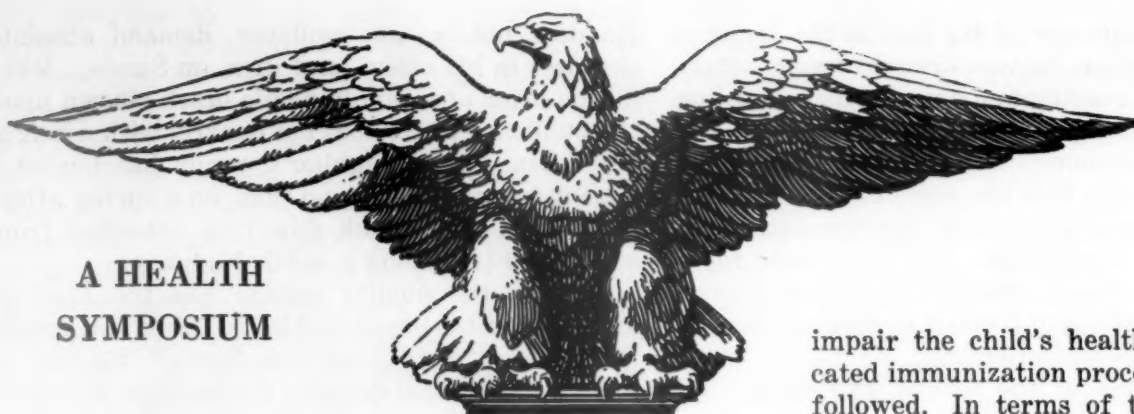
"DEEDS, DEEDS, NOT WORDS"

Chance will not do the work. Chance sends the breeze,
But if the pilot slumber at the helm,
The very wind that wafts us toward the port
May dash us on the shelves.

—SIR WALTER SCOTT

Once to every man and nation comes the moment to decide,
In the strife of Truth with Falsehood, for the good or evil side.

—JAMES RUSSELL LOWELL



A HEALTH SYMPOSIUM

AS never before, we must guard against needless sickness and physical disability. Although the nation must be especially concerned over the health of special groups, the children cannot be forgotten in this time of war. Powerful forces are being exerted to direct and improve the scope and quantity of medical care given the armed troops and those engaged in war industry. These steps are admirable and necessary, for the very continuation of our civilization may well depend on them.

But an equally great effort must be exerted to prevent needless illness among children. Every sick child saps the future strength of the nation's people. More, every sick child places a strain on our already overtaxed resources. The physicians who remain to meet civilian needs are swamped with work; they can ill afford to add even one more critical case to their load. There is just so much time and so much work that can be done by these doctors. There are no ration coupons to be used in procuring their services. And their services cannot be stretched; they can only be withdrawn from one needy case and given to another.

Furthermore, every sick child takes from the time, energy, and money of his parents. No man can do his best at his office, factory, or post when there are sickness, added expense, and needless loss of life at home. Mothers, like physicians and all other workers, have had added to their responsibilities task after task, each of which is important to the nation, until now the doubtful luxury of sickness can no longer be afforded by any of us.

This is not a pleasant picture, but it is far from hopeless. There is much that can be done. Parents can prevent much sickness among children. They can give more thought to the food needs of the child, the clothing he wears, his need for rest and sleep. These are not little items; they are important. Parents must detect and correct any remediable physical defects that will otherwise

impair the child's health. Every indicated immunization procedure should be followed. In terms of time, emotional and physical strains, cost, and hours of medical service, there can be no question

of the value of correction of defects and immunization against diphtheria, whooping cough, and smallpox. Doctors can find time enough to render these services; parents have money and time enough for them; but neither the doctor nor the parent can afford a needless case of diphtheria, smallpox, whooping cough, or any other preventable disease.

Study your child. Study his needs. Consult your doctor at once about his health program. Know what you can and must do for him. Then work out a definite program with all the thought, intelligence, and ability at your command. The nation is engaged in a war that calls for every effort with a minimum of loss. The child must not and need not be forgotten in the demands made by other wartime interests.

Here, too, parents must take a greater responsibility than ever before; they must act with greater directness and forcefulness. Just as this war is to preserve a democracy for our future citizens, so must those same future citizens be preserved for democracy.

—DON W. GUDAKUNST, M.D., *Medical Director*
National Foundation for Infantile Paralysis

WHAT can be done to make sure of maintaining the level of child health to which America has won its way in the years before the war, when all efforts were bent toward extending rather than curtailing the scope of medical and nursing service all over the nation? Who is to be responsible now, when so many of such resources must be curtailed to meet the demands of war? In this symposium by a number of authorities the reader will find these questions—and others—answered in terms of the sound knowledge and practical experience that are needed.

the Doctor Comes Marching *Home*

WE PARENTS in this country, separated by great distances from fields of actual combat, have yet our own problems, and one in particular that seems new and strange in this land of plenty. In a country where enormous supplies of food have always been available, we are suddenly facing the fact that food is a precious thing that must be shared with our brothers throughout the world. Thus divided, our portion may no longer equal the standard we so casually took for granted in the careless past.

There is spiritual good in this; we want Peter and Ann to get from it the feeling that they are giving up things they have always had because they are sharing them with others. If ever we knew an opportunity to live the Christian way in our homes, we know it now. But we know, too, the fear of what deprivation of really basic foods may mean to these growing children. If the demands of growth are inadequately met, trouble will follow.

The lesson taught repeatedly in the study of tuberculosis will probably one day be found equally true of other conditions. Basically a bacterial infection, this disease lies dormant only to flare up violently when the barriers raised by adequate nutrition are broken down. Denmark's experience in the last war was a classic example of the relationship between food and this disease. A thirty per cent rise in the mortality from tuberculosis occurred in 1916-17; a similar rise was noted in the belligerent countries and in Holland, continuing to the end of the war. In Denmark, however, after a blockade that prevented the export from that country of foodstuffs—chiefly meat, fish, butter, and milk—there was a prompt fall in the death rate.

Now, we have in our ration books enough points to insure us a diet adequate for growth. What we need is an intelligent spending of those points. The growing child, particularly the adolescent, should have a constantly adequate intake of the structural foods—meat, fish, eggs, cheese, and milk—even when it involves definitely smaller portions of these items for the adult, whose need for them is no longer so urgent. If we see to it that our children have an adequate diet, we shall have given them a physical inheritance that will



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help to solve the problem of living in peace in a better way than our generation has found.

—J. A. JOHNSTON, M.D.
Henry Ford Hospital

IT IS incumbent upon those responsible for guarding the home front to see that no curtailment is made in our health programs for children. America cannot afford to permit the development of another war generation of malnourished or handicapped boys and girls.

The present shortage of practicing physicians, dentists, and nurses in the community must be counterbalanced by systematic programs of disease prevention and health education, with emphasis on preventive measures for civilians on the same basis as those given the armed forces. Otherwise the unparalleled gains in civilian health achieved during peacetime will have been in vain.

Health education is needed by many parents. It devolves upon parents, for example, to see that every precaution is exercised to maintain optimum health conditions within the family. Immunization against smallpox, diphtheria, whooping cough, tetanus, and measles is not only scientifically sound but entirely safe. These diseases need no longer be the threats to child health that they formerly were. Unfortunately, many parents see fit to procrastinate in such matters because of the lowered incidence and decreased severity of these afflictions. There is no smallpox, they say. Somehow, they seem to have lost sight of the lessons taught by history. Their attitude of complacency accounts in no small measure for the potential

dangers now existing in many American communities today.

There can be no relaxing in our individual or collective efforts to promote and maintain sound community health programs. To relax is to court disaster. A community that permits its health department to go unsupported or is niggardly in contributing toward its maintenance is guilty of gross negligence. Total war situations abroad have emphasized the value of an effective community health department. Trained and skilled health experts are needed to bring hygienic services to every family.

In many instances health workers in elementary and secondary schools have been compelled of late to assume responsibilities hitherto exercised by the family doctor. The need for this sort of thing can be greatly lessened if schools will intensify their efforts to teach both children and parents the principles of healthful living. Programs of health instruction need to be strengthened in order to meet this pressing need. School physicians are needed whose knowledge of health education will make this possible. Health instruction is a potent weapon for health betterment and should be employed to its fullest extent in meeting the exigencies created by this war.

—EARL E. KLEINSCHMIDT, M.D.,
Health Commissioner, Toledo, Ohio

THE MOST serious threats to the physical and mental health of children in wartime arise out of dislocations within the family unit. Fathers



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or other male members in large numbers of families are absent in military service; mothers are employed in industry, leaving the children to be cared for in day nurseries or by an older child; and many families migrate to defense and industrial areas where health facilities are inadequate, thereby increasing the congestion and adding to the danger already present. Other difficulties are added by food rationing, shortage of physicians and nurses, and shortage of health facilities.

Under these conditions, does it necessarily follow that the steady progress that has been made in raising the standard of health among our children for the last half century must come to a halt—or even recede—during the war years? This may be one of the costs we shall have to pay for final victory. On the other hand, it is conceivable and entirely possible that American parents, when brought face to face with hard reality, will act as never before to put into effect those measures for safeguarding the health of their children which have been preached from the housetops by such organizations as the National Congress of Parents and Teachers.

Foremost among the necessities for maintaining and improving physical fitness is adequate nutrition. The physiological needs of children in their various growth periods must be met. This applies to unborn children as well as to infants and adolescents, in whose cases special considerations obtain. The essentials of adequate diets for pregnant women and for infants and children are available on every hand. Parents should purchase all foods with a view to meeting nutritional requirements. If, under wartime necessity, this lesson can be learned and applied, there is every reason to believe that the nutrition of the American people can be greatly improved.

Now more than ever before it is imperative that parents be alert to the importance of having their children receive protective inoculations against communicable disease. It is no economy of the time of physicians, nurses, or hospitals to require them to care for a communicable disease that could easily have been prevented. Periodic health examinations of well children, which the National Congress has championed so vigorously in its Summer Round-Up campaigns, may be curtailed somewhat because of the shortage of physicians. Nevertheless, the preventive side of health ought not to be neglected, for the early correction of remediable defects is again, in the end, a time-saver for physicians as well as a protection for the child.

Finally, a word should be said about the role parents must play in safeguarding their children against emotional upsets due to war conditions. True, we have had no bombs dropping over here,

but many of our children know the anxiety associated with having a father or other loved one in active military service, either at home or abroad. Talk of war over the radio, in the newspaper, at the movies, and within the family threatens the emotional security of many children. Probably the most important single factor bearing upon the mental health of children as it may be affected by war is the attitude of the parents. As Dr. Bert Beverly has said so well, "If the parents can take it, the children can take it."

—LEE FORREST HILL, M.D., *Pediatrician,*
Des Moines, Iowa

DEPLETIONS in medical and nursing personnel for civilians are an inevitable consequence of war, and the conservation of the limited supply of doctors and nurses for the most essential and urgent needs becomes a matter of community cooperation in which parents have a considerable stake.

When curative services are at a premium, as they already are in many communities and will be in many more as the war continues, parents will wish to know all they can about preventive health measures, in order to prevent unnecessary illness among their children. During wartime, the community public health services must be geared to the emergency. Also, parents must be provided an opportunity to learn the fundamental principles of home care of the sick, in order to stretch the available medical and nursing resources to the utmost.

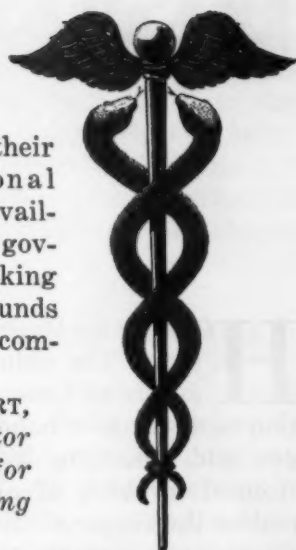
Movements of the population increase the possibility of spread of communicable diseases. Full utilization of all the protective measures known to physicians and public health workers is an important aspect of community health service during wartime. Fathers and mothers, both as parents and as citizens, have a responsibility in strengthening these resources for the population as a whole.

More babies are being born at home, and mothers and babies are returning home from hospitals much earlier than usual. Because of the shortage of hospital space and facilities, parents will need to cooperate with other citizens and health agencies in seeing to it that community provisions for safe home maternity care are adequate.

The children who are nowadays very much on our minds are those whose mothers, as well as their fathers, are contributing to war production through work outside the home. Although this is still largely a matter of choice, it may soon become a matter of necessity in hundreds of cases. Parents and citizens should recognize their responsibility for helping to provide for the children

of mothers who work away from home, affording them the kind of care that takes into account their physical as well as their educational and emotional needs. Securing funds available for this purpose from governmental sources and making the best local use of such funds will require cooperative community effort.

—HORTENSE HILBERT,
Associate Director
National Organization for
Public Health Nursing



IN THIS realistic period, with all its uncertainties and pressures, parents are facing a new definition of their responsibilities. New questions concerning the physical and mental health of children are coming up, and there are fewer medical resources in the community to supply the answers.

Out of this new reality are emerging some valuable gains. Both parents and children are finding more effective ways of being responsible for themselves. Parents are learning to see their children in a new light. Children are learning a new and more responsible relation to their parents and to themselves.

The war has included even quite young children in the drive toward victory. Children are participating to the extent of their ability, and this gives them an opportunity to feel their own value.

We are moving out of the era of protection, which too frequently served to weaken rather than strengthen children. Knowledge acquired by professional people has too often been used to make parents distrustful of their own natural abilities. Knowledge about children has grown in volume and quality in the last two decades, but its value is greatest when parents, having a solid belief in their own worth-whileness, use knowledge to broaden their own ability. This is what parents are having an opportunity to do today—to rely more on themselves, to have more courage to be themselves and to see their children as sturdy and able to meet life. This sturdiness in children becomes real as parents stand beside them, giving them the support that defines their way of being responsible and not the support that shields them and relieves them of all responsibility.

—FREDERICK H. ALLEN, M.D.,
Director, Philadelphia Child Guidance Clinic

NOTE: Be sure to listen to the parent-teacher broadcast bearing the title of this symposium! Hear how Marge and Bill Baxter meet the wartime health emergency "Till the Doctor Comes Marching Home!" N. B. C. April 3, 2:45 P.M. (E. W. T.)

Keys to the Future



HOW many times have you heard someone say, "The children of today will be the adults of tomorrow; the future of the nation rests in their hands?" How many times have you said something like that yourself? Have you stopped to think of all that it means? Do you realize the responsibility it places upon parents, upon teachers, upon all adults who have any contact with children or any influence over them?

Today we are at war. When that war is won, a new and important struggle will be at hand. Can we win the peace? We can if we work for it, if we begin now so that the children of today will grow into adults who can help to bring about and to maintain conditions that will assure a lasting peace. This means adults with physical strength, mental alertness, moral stamina; adults with vision and imagination, with the ability to see into the future and the willingness to sacrifice for desired results. It means adults with a sincere desire to work with and for others, with an understanding of people different from themselves and a recognition of their right to be different. It means, also, adults with a belief in themselves and in their country; a belief in life itself and in its fundamental unity.

Can we become a nation of adults such as these? We can if the children of today are given an opportunity to develop their full potentialities. It is to these young people who are on the threshold of adulthood that we must look for help; yes, for leadership, in the decade to come. These young people are indeed the keys to the future—the future of our nation and of the world.

And this does not mean only a part of them. This means all children, those who live on the other side of the tracks as well as those in our homes. Opportunities to develop his full potentialities must be open to every child. Do you recall the Children's Charter that resulted from the 1930 White House Conference on Children in a Democ-

racy, each statement of which began "For every child—?" Had we met the challenge of that charter wholeheartedly and unselfishly, had we brought about the conditions outlined there for every child, 1942 would not have found us with too many rejections for physical and mental defects, too many

juvenile delinquents from broken or unhappy homes, too many people with narrow and selfish interests. Today, with children the keys to the future, we are again faced with the challenge "for every child." How will we meet it now?

The development of children cannot be postponed until after the war. They are growing each day, with or without guidance. They are being shaped according

to the conditions surrounding them, whether these be good or bad. We must know these conditions, improve them, strengthen them. Today mothers and fathers are shouldering tasks and facing adjustments far in excess of their normal load; they are finding it difficult to provide for the best development of their own children. And yet, somehow, ways must be found to see that no child is neglected. "If a declaration of independence were to be written today," says Grace Abbott, "American women would ask that in the enumeration of the objects for which governments are instituted the welfare of children should head the list; and the American men would agree. It is time that with characteristic American directness we undertake to realize that object now."

Home Life Is Important

A HOME THAT protects the health and well-being of its children and that lays the foundation for a well-balanced emotional and intellectual life gives its children a heritage that equips them for meeting the stress of life. A child's development as a member of society is influenced by his experiences as a member of a family group. The social attitudes and the conduct of a child are

"If anywhere in the country any child lacks opportunity for home life, for health protection, for education, for moral or spiritual development, the strength of the Nation and its ability to cherish and advance the principles of democracy are thereby weakened."

—Franklin Delano Roosevelt

determined largely by the standards that he has acquired in his home. The home meets the needs of a child if it provides him with physical and emotional security and affords him an opportunity for spiritual and intellectual growth." (Defense of Children Series, No. 9. Children's Bureau publication.)

Always important, the home becomes even more significant when a nation is at war, and the job of parenthood, always a big one, takes on new and different aspects. Homes in which both parents have hitherto shared the responsibilities of home and family life find the family unity broken because of the absence of a father or brothers who are in the armed forces or working in industries. In many of these homes the mothers are succeeding in maintaining the usual standards of health and education and in keeping a fair degree of unity of family affection and interests. Through conversation about the absent ones and through correspondence with them, mothers are helping to bring about this unity. They are teaching the children to respect the opinions and beliefs of others, to learn that there is joy in giving service as well as in giving money, and to experience satisfaction in giving up pleasures and possessions for a common cause.

The Concern of All Citizens

BUT WHAT about "all children"? What about the children from homes where absences have disrupted families, where the mothers work away from home, where children are neglected because their parents lack knowledge or understanding, are in ill health, tired, or indifferent, or are occupied with outside affairs? These children, too, are keys to the future. They, too, are building a foundation for the kind of adults they will become. They must be provided with care that is a

STATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.

near substitute for the care not found in their own homes; they must be defended from accident, hunger, and disease; they must have the education and training best fitted to their abilities; they must be safeguarded from overwork, bad neighborhood influences, and other bars to development; they must be provided with opportunities for wholesome recreation; they must be defended from prejudice.

Teen-Age Presents Special Problems

PROBABLY never before has youth had so challenging an adulthood to enter. Barriers are apt to be broken down, standards cast aside, and ways of living disturbed—all with resulting bewilderment to the individual. . . . The quickened tempo of life and new stresses and strains may well add to what we may think of as problems more or less normal to childhood development and adolescence Because of industrial migrations, whole families will be uprooted and transplanted into new communities where they will be homesick and friendless Because of the increased opportunities for employment, many of those in the teen-age group will find themselves in possession of a new social and economic independence for which they are not prepared Many homes will, in a sense, be "broken homes" . . . the father will be away because he is in the service or because he is employed in defense work. In an increasing number of homes, the mother will be away during the day because she is working or is participating in volunteer defense activities. Thus for many children, parental discipline will be relaxed and guidance lessened." (Defense of Children Series, No. 11; Children's Bureau publication.)

Additional problems exist in the so-called defense areas. Problems of girls attracted by the uniforms and flattered by the attention of men who are older and have more money to spend than have boys of their own age. Problems also of boys who, discarded for these older men, become the "forgotten men" of this generation. They are tempted to leave school and take jobs, or they are led by their resentment and loneliness into non-social and illegal acts. These problems can be met by the awareness, understanding, and cooperation of parents and other citizens of the community who will see that young people have normal outlets for their patriotism and their need for recreation and social contacts.

Role of the P.T.A.

SINCE the welfare of children and youth is the primary purpose of our organization, most

parent-teacher members know the needs of children for growth under normal conditions. They have publications to serve as guides for reading, study, and discussion. Many of them have had experience in discussion groups which resulted in activities to improve the conditions favorable for child growth and development. They have served as members of these committees. Because of the Objects of the organization, because the membership is open to anyone interested in children, because its members represent a cross section of the entire community, because of the nature of its program of study and its activities, and because it is the organization working most closely in support of school education, the P.T.A. is the logical organization to assume leadership in this great movement. We must prepare each child for the highest type of functioning as an adult, the kind of adult who can and will insure the postwar security of the nation. We must build intelligent participation in our plans for world peace.

Let us, then, as parents, as teachers, and as parent-teacher members, reexamine our homes and our communities to see what can be done to insure the best opportunities for development of every child.

Does every child in my town, in my state, and in my nation, have

The right start in life through healthy parents and good maternal care?

Parents educated for the responsibilities of homemaking and parenthood and able and willing to assume them?

A home that is clean, wholesome, properly lighted and ventilated?

Foster care if he must be cared for away from his own home?

Adequate nutrition, clothing, and housing?

Health supervision and medical and dental care?

Opportunities for useful chores and gainful employment?

Opportunities to do the work best suited to his education and natural interests?

Protection against exploitation that stunts physical or mental growth?

A school that is safe, hygienic, and well equipped?

Teachers who are physically and emotionally healthy; who are understanding and well trained?

Religious instruction as well as religious freedom?

Educational opportunity to the age at which employment is possible and socially desirable?

Protection from hazards to physical well-being, moral standards, and mental health?

Care during the hours when both parents are away from home?

The exemplary behavior of exemplary parents, teachers, and other adults as a pattern for his own conduct?

A share in the important activities of the family and of the community; an opportunity to learn teamwork?

A community with recreation programs and wholesome surroundings?

A community that provides social services for children whose home conditions or individual difficulties or disabilities require special attention?

Freedom from unwarranted apprehensions and fears?

Opportunities to learn and to practice self-discipline and willing sacrifice?

Opportunities to learn to respect the rights and opinions of others?

Understanding and intelligent treatment when in conflict with society?

An undimmed hope in the possibilities of the future?

A desire to grow into an intelligent and useful citizen?

Yes, let us reexamine our homes and our communities. Let us strengthen the weak places. Let us see that every child has opportunities for all-around development. Let us make sure of a generation that is physically strong, mentally alert, and morally sound. Let us bring up a generation that will passionately love all that is warm and kind and human, and spurn with equal force all that is evil and cruel. Let us bring up a generation that will cherish the accomplishments of the past and respect the rights and opinions of individuals different from themselves. Let us have a generation that will believe in itself and in the world of which it is a part, that has an undimmed belief in the possibilities of the future, despite war and chaos. Let us bring up a generation that will feel it a sacred duty to share in recreating this world and then persist in believing, aspiring, and doing to keep it a decent place in which to live. Let us sacrifice, work, and strive to bring about conditions that will insure us a generation of young people who will be indeed the keys to a secure and glorious future.

—ALICE SOWERS, Vice-President, National Congress of Parents and Teachers.



Aid for Dependent Children. The Board of Managers of the Florida Congress of Parents and Teachers, after a report from the State Welfare Commissioner that showed funds available for only forty-two per cent of the pending applications for aid to dependent children, became intensely interested. A unanimously approved plan was formed for a special state parent-teacher committee to cooperate with the Welfare Commissioner and his staff in planning a state-wide survey of conditions affecting child welfare. Since some of the pending applications had been accumulating for several years, the purpose was to ascertain the present need in every county and to acquaint parent-teacher members and all citizens with this program as it now functions in Florida. Should the survey reveal a need for increased appropriations by the legislature, it was planned to communicate with legislators and enlist their support. The joint committee decided that the survey should cover ten per cent of the applications now pending. The following procedure was outlined and carried out:



1. A letter explaining the ADC program and telling of the proposed study was sent to every local president from the special state committee.
2. The state president appointed a chairman in each county, sending her the name of the district welfare worker with whom her committee would work and asking her to appoint a committee of key parent-teacher members to make the study.
3. The director of social services of the State Welfare Board sent complete instructions to the welfare director in each county, giving her the name of the chairman of the special county parent-teacher committee.
4. After a preliminary meeting of the joint county committee, the welfare staff members investigated the cases selected, which of course were reported to the parent-teacher committee only by number.
5. At the second meeting of the committee the findings were studied and then compiled on a form furnished for that purpose by the Welfare Board.
6. All county compilations, together with the case

studies, were sent to the state committee, and a comprehensive state report was compiled in the State Welfare Office. This report is to be made available to all local associations for study.

An effective follow-up by counties and local units being necessary, the state program chairman emphasized this in an article written for the *Florida Parent-Teacher*. Other publicity will include personal contacts with legislators, reports to other interested groups, newspaper articles, and radio programs. The radio script is being prepared by the state committee and will be sent to the state radio chairman for use on the parent-teacher hour broadcast over the twelve radio stations in Florida.

All plans have been carried out according to schedule on this, one of the most important projects the Florida Congress has ever undertaken. An accurate picture of the needs of dependent children in Florida has been obtained, and the reports are now ready for study.

The findings show little change in the need for aid among the 1,000 applications investigated. Very few of the persons involved were affected by soldier allotments. Some were receiving temporary help from relatives. Some mothers had temporary employment for a few weeks. Mothers were at work with no plans for the care of their children during their absence from home. About fifty per cent had serious medical problems, and many children under sixteen years of age were found in hazardous employment, with irregular school attendance or none.

These conditions are a challenge to parents and teachers. Right attitudes for life in a democracy cannot develop when little children are hungry, ill-clothed, or inadequately sheltered. Proper child training calls for mothers at home. When poor conditions exist, means should be sought to prevent mothers of young children from working outside, and at all times the exploitation



of child labor must be prevented at any cost. The Florida Congress hopes to become the medium through which the public may be awakened to the need of adequate state aid for dependent children.

—EDYTHE MURRAY

Priority Project. Utah's school lunch program has been one of the outstanding programs in the nation. The state department of education and local school districts have been the official sponsors. The state congress of parents and teachers has served as co-sponsor and has cooperated in the program as conducted under the WPA.



In March 1942 this program was operating in thirty-nine of the forty school districts. Three hundred and thirty-nine of the approximately 500 schools participated. Approximately 36,000 children were served daily, and 31,527 were taken to school by bus each day. Many of these children leave home early in the morning, often with an inadequate breakfast or a breakfast eaten so early that a nourishing meal at noon is absolutely necessary.

In the beginning only one hot dish was served at school, as a supplement to sandwiches carried from home. The single hot dish was served for two to three cents per child. When the lunch was expanded to a complete meal, it was served for five to six cents. Obviously this did not pay the entire cost, but this low rate was possible because of the labor and the canned and processed foods furnished by the WPA as well as by the parent-teacher organization.

Because of the liquidation of the WPA, other means will have to be provided for continuing the program. There are four possible sources of food for the coming year: food from the Agricultural Marketing Administration, processed locally in a central canning plant with WPA equipment; locally contributed food; and locally purchased food from funds contributed by the parent-teacher organization and other groups.

As a large percentage of the 1943 commercial pack of canned goods will be conscripted for the armed forces and for lend-lease, it will probably be impossible to carry on an adequate school lunch program without a great deal of canning. This will require trained workers.

A supply of cans probably sufficient for the next two years, salt, sugar, and the canning equipment that has been used by the WPA (hand-operated pressure cookers, can sealers, and heavy duty factory equipment) can be turned over to the schools of Utah for the continuation of this program provided proper supervision can be assured on state,

district, and county levels. Materials and equipment worth approximately \$25,000 have now been released from WPA to the state board of education. It is essential that our state make provision for its use at once if this valuable program is to be continued.

The following is the proposed plan for continuing the school lunch: Since the majority of families, particularly in defense areas, are better able to pay for this service now than during the depression years, it is believed that if the cost per child is increased from two to five cents over that formerly charged, and if some provision is made for supplying the lunch to those who cannot pay, the program can be made practically self-supporting at the local level, at least in the larger school units. The appropriation needed for the continuation of this project must include funds for the administration, supervision, travel, and clerical assistance necessary to assure a sound program.

Furthermore, the program would require rigid supervision, because the potential risks in group feeding are readily recognized. The children must be protected from any possible spread of epidemic disease or use of contaminated food. The highest standards of cleanliness and sanitation must be maintained.

Among the organizations that have taken definite action favoring the school lunch are:

The Utah Congress of Parents and Teachers
The Utah State Nutrition Council
The Utah State Home Economics Association
The State Health Department
The Women's Legislative Council
The Utah Association for Childhood Education
The Camilla Cobb professional group of the Association for Childhood Education
The State Federation of Women's Clubs
The Women's Council
The Primary Association of the L.D.S. Church

All these groups are eager to lend their support and endorsement.

A parent-teacher survey revealed that almost one hundred per cent of the parents want the program continued. The project needed to be crystallized and sponsored. This organization and the superintendents, working with the Director of Homemaking in the State Department of Education, approached the Attorney General and asked him to draw up a bill authorizing the State Board of Education to take over the WPA equipment and supplies and to supervise the school lunch



program throughout Utah. The bill provides an appropriation and authorizes the local board of education to expend funds for lunch programs in the various districts.

The bill is being sponsored by the Utah Congress of Parents and Teachers. We shall work for the enactment of this bill as a war emergency measure, and we shall continue our support of the program by giving volunteer service.

—JENNIE I. NICHOLSON

Interest and Dividends. Twenty-one years ago Mary-Cooke Branch Munford, president of the Cooperative Education Association (now the Virginia branch of the National Congress of Parents and Teachers) became deeply interested in developing a student division through which young people of public school age might develop initiative by discussing their own problems, accepting their share of responsibility for the atmosphere of the school, and making their contribution to community life. What she lacked was the financial support required to promote the work on a state-wide basis.

It was characteristic of Mrs. Munford that she carefully made her plans to secure the desired support. She would appeal to the Carnegie Foundation, whose president was Elihu Root—at that time busily engaged at the Washington Conference on the Limitation of Naval Armament. Her approach to Mr. Root was to be made through her friend, Chief Justice Taft. Armed with a letter from the Chief Justice, Mrs. Munford took the train to Washington, interviewed Mr. Root, and secured the needed funds.

And so was initiated the student branch which, under the name of the "Student Cooperative Association," has for the past twenty-one years been a powerful factor in preparing successive generations of public school students for the responsibilities of democratic citizenship. With a present membership of approximately 70,000, this organization holds local, county, district, and state meetings. The young people have time and time again amazed their adult friends by the poise, the skill, and the sanity with which they think their problems through and make their plans for participation in school and community enterprises.

These same young people have done their part to assist their Government in the present emergency. They have been among the first to respond to the call for conservation of paper, of iron and steel, of tin. In very many schools they have taken the lead in setting up booths for the sale of war stamps and bonds, and they have had no little part in the total performance of the Virginia schools, which, during the past year, have sold

three and a half million dollars' worth. In recognition of the important place these Student Cooperative Associations hold in the activities of the schools, a representative was included in the Virginia State Education Committee for War Savings. The War Scrapbooks that have recently come in tell details of the story of the active participation of these S.C.A. groups.

As the Victory Corps units are set up, the Student Cooperative Associations assume the responsibility of promoting their organization in a number of the high schools—how many we do not yet know.

What is important is that students who have had this experience in considering the implications of citizenship in a democracy have shown themselves ready to do their part energetically and gladly, as their contribution to the preservation of a way of life that they themselves have thought about, discussed, and practiced.

No one could look into the faces of these young people assembled by the hundreds in one of their state conventions, or hear their discussions concerning the society they hope to help build, without being genuinely thrilled. In Virginia we are proud of our student branch.

—E. L. FOX

Busy Local Unit. From a little red brick schoolhouse that houses eighty-five students comes an interesting account of P.T.A. activities. The unit is the Mary Lee Nichols P.T.A., Sparks, Nevada, and its president is Mrs. Lester Walton. Mrs. Gladys Putney, principal of the school, and Mrs. Eva Reed and Mrs. Anna Perrier, teachers, are active in the association. Cooperation and friendliness between teachers and parents have reached an exceedingly

high level in this group, and its activities cover a surprising range for so small a unit. This P.T.A. has a seventy-five per cent membership; it has bought a \$100 war bond and sold war stamps to a total of \$473.80. It maintains a swapping center for rubbers and overshoes. It has a health committee of mothers to check on the weight and the general health of all the children in the school. Underweight children receive free lunches, and fruit juice is served to each youngster.

As much cooperation as possible is sought from the school children themselves, and they have made a notable response, as children usually will when they are convinced of the sincerity and the friendly attitude of adults who seek to enlist their aid. They have cooperated in the drive for tin and now are collecting books for the Victory Book Campaign.

—MAUDE HARKER



Around the Editor's Table

APPROVING the dictum of the Office of Transportation that all civilian travel must be curtailed, the National Congress of Parents and Teachers recently cancelled its 1943 convention, which was to have been held in Chicago, May 11-13.

The meeting of the National Board will, however, take place on the dates originally scheduled for the convention. The Board will concentrate on problems related to controlling the rising rate of juvenile delinquency; providing adequate day care for children whose mothers are employed in war industries; enforcing child labor laws; raising the dietary standards of the American people; and sustaining all services that will permit child and adult alike to remain physically fit, mentally sound, and spiritually fine.

What is learned and decided at the May meeting will be passed on swiftly and effectively to the membership at large. The annual reports of national chairmen and state presidents will, as heretofore, be published. In addition, the deliberations and conclusions of the May meeting will be published in the *National Congress Bulletin*, the *National Parent-Teacher*, and other Congress periodical publications.

Parent-teacher members, now numbering almost three million, are more clearly aware today than ever before that upon their efforts depend the health, skill, energy, and morale of the nation's young citizens. The Board meeting in May, therefore, will be more than a gathering of parent-teacher leaders. It will be a stirring call to action, an affirmative testament of the fighting faith of the volunteer guards of American childhood.

. . .

THE National Congress of Parents and Teachers considers its current radio program, "The Family in War," presented in cooperation with the National Broadcasting Company, a highly effective project for giving fathers and mothers a deeper insight into the needs of children in war-time. Those of you who listen in every Saturday at 2:45 p.m. (Eastern War Time) know that the Baxter family is a likable American family—that the Baxter children, Janey, Bud, and Sandy, are typical American children not at all unlike your own. On the back cover of this issue will be found the topics for the remaining broadcasts in "The Family in War."

We hope that this parent-teacher radio program enjoys a wide audience. We invite every member

of this audience to send in his criticisms and suggestions, and we assure him that they will be considered in planning next year's program.

. . .

THERE is something dying in our world. That something is the idea that a democracy has to be weak to remain a democracy, and that it cannot join with other nations to construct an enduring international community. There is something being born in our world. That something is the idea that a democracy can be strong and still remain free, that it can and must assume the responsibility for creating social security and economic opportunity, that freedom to be for the many is more important than freedom to have for the few. . . . That something is the idea of a United Nations which . . . understands that the only basis of an enduring peace is a union of peoples each of whom has a healthy economic and social system. . . . But the things that are dying will not die unless we help to usher them out. And the things that are being born will not be born unless we help to usher them in."

The man who made these remarks is Max Lerner, professor of political science at Williams College, Williamstown, Mass., author of the well-known book *It Is Later Than You Think*.

The occasion for these remarks was the New York regional meeting of the National Conference of Social Work, March 8-12. Three such regional meetings, to be held in New York, St. Louis, and Cleveland, are being substituted for the usual annual Conference. The Conference Bulletin states that the program for each of the three meetings will be a war program, concentrating on the contribution of social work to the war effort.

The program of the New York meeting carried out this aim admirably. The general sessions and the sectional meetings, as well as the meetings arranged by associate and special groups, devoted themselves grimly to examining the essential functions of social work in the present emergency.

There is something else being born in this world—a deepened understanding of what is really fundamental in human welfare and a fuller appreciation of the urgent need for *teamwork* among all social agencies that seek the true welfare and progress of the American people. This is something we have long waited for. This is something we must redouble our efforts to nurture and bring into full maturity.

Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

AMERICA PITCHES IN

Article: THIS NEW WORLD—IS IT BRAVE?

By Harry A. Overstreet (See Page 4)

I. Pertinent Points

1. A gallant spirit toward the war and the world after the war must be cultivated if children are to meet the future adequately.
2. A secure world can be built if we both work for it and teach children how to work for it. The world after the war will depend on what children now growing up learn to do and on the attitudes we help them build.
3. Courage to meet whatever comes and flexibility in the face of change should be a part of the education of every child. Individuals who feel secure make a secure world.

II. Questions to Promote Discussion

1. What are some ways in which parents can build emotional security in children?
2. How can children be trained to meet the world after the war?
3. What are some of the opportunities the war affords for teaching at home? At school?
4. How can one train children to "see life steadily and see it whole?"

References:

Mead, Margaret: *And Keep Your Powder Dry*. New York: Morrow, 1942.

American Association of School Administrators: *Schools and Manpower—Today and Tomorrow*. (Twenty-first yearbook.) Washington, D. C.: The Association, 1201 16th Street, N. W.

Agar, Herbert: *A Time for Greatness*. Boston: Little, Brown & Co., 1942.

De Boer, John J.: "The High School Goes to War," *National Parent-Teacher*, this issue, page 18.

Hagen, Paul: "The Ordeal of German Youth," *National Parent-Teacher*, March 1943.

BABIES IN WARTIME

Article: GARDENS FOR BABIES—By Rhoda

W. Bacmeister (See Page 14)

I. Pertinent Points

1. Gardening is a natural interest for young children. "Babies take to gardening like ducks to water, or a teen-age boy to a car!" says the author, and no statement could be apter.
2. Gardening is not only a source of interest in itself but may be the basis for interest in any of several scientific fields.
3. Family cooperation, respect for property rights, ability to work steadily, and willingness to wait for results are only a few of the desirable qualities developed through making and taking care of a garden.

II. Questions to Promote Discussion

1. What are some educative values of gardening for children?
2. What are some difficulties that may be met with in teaching children to garden? How may these be overcome?
3. How may family cooperation be taught?
4. How may the parent-teacher association and the community cooperate in building and keeping gardens for children?

References:

A number of organizations serve those interested in gardening. Certain materials are sent free upon request. For information write to:

Extension Service, U.S. Department of Agriculture, Washington, D.C.

Federated Garden Clubs of America, 598 Madison Avenue, New York City.

Garden Education Department of the National Education Association, 1201 16th Street, N.W., Washington, D.C.

Garden Service, National Recreation Association, 315 4th Avenue, New York City.

National Garden Bureau, 130 North Wills Drive, Chicago, Illinois.

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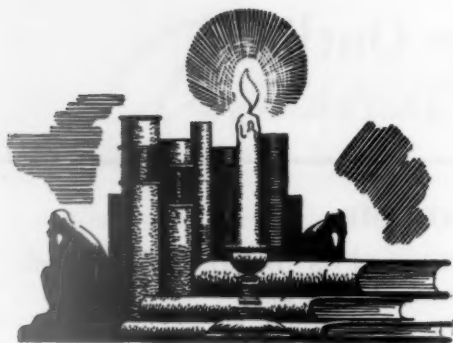
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BOOKS *in Review*

AND KEEP YOUR POWDER DRY. By Margaret Mead. New York: Morrow, 1942. \$2.50.

THIS BOOK is based on the theory, outstandingly of interest to parents and teachers, that basic character development is actually completed in the first few years of the child's life. If this is true, it has, as Dr. Mead shows, far-reaching effects upon American national life and no less far-reaching effects, since we are engaged in a global war, upon the destinies of the entire world.

Pointing out that American culture is and has always been a moral culture, whatever shifting waves of cynicism and pessimism may have engulfed it at times, the book shows clearly and interestingly how this fact has influenced American character. Basically the principles on which we have nurtured our young children have undergone small change through the years. Adults tend to shed their more sophisticated ideas when it comes to training little children; they show themselves less concerned about consistency than about their children's characters, and instinctively throw around the little boys and girls the same moral and spiritual safeguards their own parents have given them.

As evidence of this tendency, Dr. Mead offers the widespread uneasiness in this country over entering the war before we were actually attacked and the instant response when the attack took place. It is her belief that the moral teaching of early childhood, which in nearly every case has been unfavorable to aggression without direct cause, acted to inhibit the more warlike of our emotions until the critical moment arrived when war was thrust upon us.

The theory is further borne out, Dr. Mead says, by the fact that American fighters on foreign soil fight best when they feel assured that they have been compelled to fight and that they are not violating the moral standards given them in early childhood.

The implications of this argument are many. One of the foremost is the conclusion that what is being taught in American nurseries today may well serve as the foundation of the world to be built tomorrow. And this is a matter of direct concern to all who have any connection, either as parents or as teachers, with what is being offered the American child.

FAVORITE STORIES OLD AND NEW. Selected by Sidonie M. Gruenberg. New York: Child Study Association of America, 1943. Special offer, \$2.00.

ATTRACTIVELY illustrated by Kurt Wiese and possessing the additional—and powerful—attraction of the new and strange combined with the familiar and well-beloved, this book of children's stories is one that any family of growing boys and girls will welcome with enthusiasm and read with profit.

Mrs. Gruenberg has kept in mind the need of an

adequate introduction to the golden world of literature, and the tales have been selected from that point of view. Special comments precede each section, in which Mrs. Gruenberg's reasons for recommending particular stories and groups of stories are shared with the parents who obtain the book for their children. There are more than a hundred stories in all; every one is decidedly worth while.

BUILDING AMERICA. Periodical. New York: Society for Curriculum Study, 2 West 45th Street. Monthly. Single set (8 units) \$2.25. Single copies, 30 cents.

THE MASTHEAD of *Building America* carries the following statement of policy:

"*Building America* is dedicated to the proposition that the men and women and youth of this land can and will build a brighter tomorrow—a tomorrow in which we Americans will not live apart from or by the suffering of people of other lands, but in cooperation with men of good will everywhere . . . *Building America* analyzes the progress we have made and the problems we face in various areas of our national and international life. Through word and picture each issue presents the resources we have for building within the area considered."

A glance at the magazine well justifies this comprehensive statement. Presentation is detailed and painstaking; for example, at least half of one recent issue has been devoted to an explanation of the meaning and effects of inflation, every point being reinforced with clear and graphic illustrations. Charts and tables, simplified to the last degree, are used whenever there is need for statistical clarity. Another issue carries an exhaustive article on the cotton industry, covering every phase of the subject matter so thoroughly that it constitutes, as does each of these longer articles, a liberal education on the topic dealt with. Shorter articles on subjects of current emphasis are also offered.

The particular value of *Building America* would seem to be found in its immediate interest to youth. No alert high school boy or girl could turn over its pages without feeling an awakening of concern for the affairs of the nation and a desire to participate in handling them adequately. The meaning of civic responsibility is interpreted directly or indirectly on every page, and even the most casual young reader will inevitably absorb enough of it to benefit him in his present as well as his future life. Parents who are busy with their own domestic and public duties have an able ally in this magazine when it comes to passing on what they have learned of citizenship, and teachers who are trying to build citizenship day by day in the boys and girls in the classroom are well acquainted with its value. *Building America* is used in many schools, and its continued use is strongly recommended. At a time when school programs must be curtailed in many respects, such a periodical can supply numerous lacks in the curriculum.

Now We Appreciate Peace

WHEN do you have the liveliest appreciation of good health? Isn't it when good health has deserted you for a time?

The same paradoxical quirk applies to war and peace. Only when we are at war do we learn full appreciation of the blessings of a world in which no war is raging. This, at first glance, seems a pity. But there is value in it nevertheless.

One of the fundamental principles of mental health is that we need "to lose ourselves in order to find ourselves." That is, we need to lose all thought of our little personal selves in a wider interest, in self-dedication to some ideal. The war provides us abundantly with opportunities for self-forgetfulness. We are needed; we are challenged. We rise to the challenge, and we increase our mental and spiritual stature thereby.

This is not accomplished without conscious effort. War is an assault upon many of the strongholds of mental health. It calls on all the reserves of courage and sturdiness we have managed to build up. There is little security in anything; our personal lives, as well as the life of the nation, are in a state of flux. But the tempo of life is quickened; the color of life is heightened, and young people who have found their daily round dull, drab, and boring are faced at last with an invitation to adventurous living.

This sense of adventure in daily life ought not to be confined to the duration of the war. Young people ought to be able to discover just as much adventure, just as much glamor, in building a better world in time of peace. Our generation should have made this possible for them. But did it? Unfortunately, no. We are all acquainted with young men and women who have found the Army or the Navy or the WAAC an escape from intolerable home conditions or from dreary and insecure work. If during the years of peace we had not bungled the job of running society, it would not have been so. We must face the fact that in many ways we have failed to meet the problems of youth.

Now we know what we have lost, what an opportunity we have let pass. Now, being at war, we appreciate peace. What will these facts mean to us in terms of constructive action?



War ON YOUR MIND

JOSEPH
MILLER

Keeping Your Sense of Humor

MAYBE you think—some people do—that there is no place for a sense of humor in a world at war. But the mental hygienist, whose business it is to study and account for the emotional ups and downs of men, women, and children in both war and peace, will tell you very differently.

Of course, we cannot laugh the war off. Only a hopeless cynic could be so inhuman as that. But we can—and we should—hold on to our sense of proportion, which is the main ingredient in humor.

Sometimes we make mountains out of molehills. We treat little inconveniences, such as those arising from the rationing program, as

though they were insurmountable obstacles.

Sometimes, too, we worry ourselves sick about situations that may never arise. A visiting Canadian said to a simple man in Scotland: "Don't these terrible Nazi bombings scare you to death?" "No," replied the Scot. "The Germans have to get out of Germany first, don't they? Then they have to find the English Channel, don't they? Then they have to find Great Britain, don't they? Then they have to find London, don't they? Then they have to find our little village, don't they? Then they have to find Oxford Street, don't they? Then they have to find my house, don't they? Then they have to find me in the house, don't they? And by then I'll be awa' in the shelter."

A true sense of proportion can help us to realize that "this too will pass." Just think: A radio wave goes around the earth in a seventh of a second and can reach the moon in a second and a half. Listeners on Mars must wait four minutes for their programs, and it is a full eight minutes before the profound philosophy of Charlie McCarthy can reach the flaming valleys of the sun. Some air waves travel on forever through space. (It is a solemn thing to realize that every toothpaste hour may go on forever!)

In view of these considerations, what are our worries and struggles, small or great? Let us strive to see everything that happens to us "under the angle of eternity," as the great philosopher Spinoza expressed it. If we do, we shall find that war is not able to deprive us of humor.

MOTION PICTURE PREVIEWS

ON A huge sound stage at Warner Brothers' Studio a cast of three hundred soldiers in uniform is hard at work. They hope to have completed within two months and into the motion picture theaters by midsummer a screen version of Irving Berlin's stage show "This Is the Army." It is the same cast that has been playing it since July 4, to the applause of thousands of theatergoers and thousands of men in the camps. It has been on tour of the camps for thirty-one weeks and has played every night and two afternoons each week.

The cast could be rated "all-star," but no one is looking for top billing. Each man thinks of himself as part of a working unit. Every man came from the entertainment world into the Army. They consider "This Is the Army" the best show in the world, and many Americans agree, for it is as genuine and democratic as the Army—it is *the Army*.

While on tour the men have done all the work of a stage crew; loaded scenery on trains; kept their own stage uniforms pressed and mended; policed the theater; and marched to and from the station to the music of their own band. They have maintained military discipline, drilled three hours a day, studied, and attended many military lectures.

At present they are maintaining the same military routine at their own camp, which is located about one mile from the studio. It is said that each member of the cast is trying to give his best performance to date before the camera, for each will be making his final personal appearance and the curtain will ring down on "This Is the Army."

These men like the thought that they are making a permanent record that will reach millions of people in every city, village, and Army camp, as well as the men on the high seas. They know "the show will go on" even though they step off the stage and join the ranks of the Army on the battlefield.

The entire profits of the screen play, estimated at from two to five millions, will go to the Army Emergency Relief Fund to care for the families of their comrades in the service, just as the \$1,900,000 profit from the stage play did.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

Hi Ya Chum—Universal. Direction, Harold Young. The Ritz Brothers, with their usual mannerisms and horseplay, in a fairly diverting, well-photographed story of their activities when they are forced to serve as cooks in a busy restaurant. Good musical score. Cast: Harry, Al, and Jimmy Ritz, Jane Frazee, Robert Paige.

Adults	14-18	8-14
Amusing	Amusing	Amusing

Something to Shout About—Columbia. Direction, Gregory Ratoff. Boisterous comedy, syncopating music, some good songs by Cole Porter, and entertaining vaudeville specialties—including an interesting dog act—make this a diverting, although not important, picture. A wealthy but untalented girl is given a star part in a show when she agrees to finance it. When they try to replace her with a talented young singer, the situation is complicated. Cast: Don Ameche, Janet Blair, Jack Oakie, William Caxton, Cobina Wright, Jr.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

Two Weeks to Live—RKO. Direction, Malcolm St. Clair. Lum and Abner, of radio popularity, experience many difficulties in this, their third, screen appearance, which will be of especial interest to followers of their programs. Owing to a mix-up in a doctor's papers, Abner is told that he has just two weeks to live. Therefore, thrifty Lum feels justified in hiring him out to perform all kinds of hazardous work. Amusing light entertainment. Cast: Chet Lauck, Norris Goff, Franklin Pangborn, Lay Linaker.

Adults	14-18	8-14
Amusing	Amusing	Amusing

Hi, Buddy—Universal. Direction, Harold Young. Some pleasing songs and dances highlight this story of a boys' club, whose members find themselves in serious financial trouble when the "big brothers" who sponsored the club join the Army and a dishonest press agent withholds money meant for them. However, a "big brother" arrives in time, and he and some of his buddies put on a benefit show. Cast: Dick Foran, Harriet Hilliard, Robert Paige, Marjorie Lord.

Adults	14-18	8-14
Amusing	Amusing	Amusing

FAMILY

Behind Prison Walls—Producers Releasing Corporation. Direction, Steve Sekely. A rather different prison picture, since it concerns a young social reformer who, by his testimony, succeeds in landing both his industrialist father and himself in jail. Unpretentious, but well presented. Cast: Gertrude Michael, Tully Marshall, Edwin Maxwell.

Adults	14-18	8-14
Interesting	Fair	Mature

Cabin In The Sky—Metro-Goldwyn-Mayer. Direction, Vincente Minnelli. This, the first musical with an all-Negro cast to be filmed by a major studio, has delightful music, natural acting, and lifelike characterizations. Rochester, as an appealing sinner, gives an excellent performance, as do also Ethel Waters and Rex Ingram, and the entire cast is well chosen. The

fantastic dream of Little Joe (Rochester), in which Lucifer, Jr., assisted by his aides, and the general, an officer of Heaven, contend for his soul, supplies much of the action. Cast: Ethel Waters, Eddie "Rochester" Anderson, Lena Horne, Louis Armstrong, Rex Ingram.

Adults	14-18	8-14
Excellent	Excellent	Mature story but music excellent

Flight for Freedom—RKO-Radio. Direction, Lothar Mendes. A thrilling story, superbly acted, excellently produced and directed, and finely photographed. A noted woman flyer makes the supreme sacrifice in order that the U. S. Government may be justified in sending planes into the South Pacific where they can photograph the military activities on the Japanese mandated islands. Cast: Rosalind Russell, Fred MacMurray, Herbert Marshall, Eduardo Ciannelli, Walter Kingsford.

Adults	14-18	8-14
Excellent	Excellent	Mature

Forever and a Day—RKO-Radio. Direction, Frank Lloyd, Victor Saville, Edmund Goulding, Rene Clair, Herbert Wilcox, Robert Stevenson. Unusual in its range of time and in its number and brilliance of cast, this story of a house, its builders, and their descendants is powerful and dramatic. The acting throughout is superb and the direction is outstanding. The kinship of England and America is stressed, as is also the permanence and sacredness of home, hallowed by sacrifice, love, birth, death, and dreams for the future. Its inspiration is far-reaching and its influence inescapable. Cast: Anna Neagle, Ray Milland, Claude Rains, C. Aubrey Smith, Dame May Whitty, and many more English stars and players.

Adults	14-18	8-14
Excellent	Excellent	Mature

Hangmen Also Die—General Service Studios. Direction, Fritz Lang. Based on the true story of the murder of Hitler's hangman, Heydrich, the subsequent acts of reprisal taken by the Gestapo, and the machinations of the underground movement in Czechoslovakia, this extremely interesting and dramatically told story pays high tribute to the spirit and unity of the Czech people. This is an outstanding production, with excellent acting and direction. Cast: Brian Donlevy, Walter Brennan, Anna Lee, Gene Lockhart, Dennis O'Keefe.

Adults	14-18	8-14
Absorbing	Absorbing	Too tense

How's About It—Universal. Direction, Lew Landers. The Andrews Sisters in a series of song and dance numbers which are tied loosely into a light story. Three girls, elevator operators, aspire to become vocalists with a big-time band. Cast: Andrews Sisters, Robert Paige, Grace McDonald, Shemp Howard, Walter Catlett.

Adults	14-18	8-14
Matter of taste	Fair	If interested

It Comes Up Love—Universal. Direction, Charles Lamont. An unpretentious but pleasant little comedy, with some pleasing music and dancing by Gloria Jean and her young associates. The light story is of two designing ladies, who try to capture a wealthy widower by playing up to his young daughter. Cast: Gloria Jean, Ian Hunter, Freida Inescort, Louise Allbritton.

Adults	14-18	8-14
Probably amusing	Amusing	Adult theme

Secrets of the Underground—Republic. Direction, William Morgan. A fast-action melodrama involving saboteurs, the District Attorney, the Press, and the Woman's Auxiliary Voluntary Service. The plot includes murder, romance, comedy, and suspense. Well cast and photographed, with adequate background music and suitable settings, it offers diverting entertainment of the type. Cast: John Hubbard, Virginia Grey, Lloyd Corrigan, Miles Mander.

Adults	14-18	8-14
Fair	Fair	No

Somewhere in France—United Artists. Direction, Charles Frend. Tense, gripping war drama, with a story based on fifth columnist activity in France at the time of the German invasion. The picture is realistically set, and the production and acting are excellent. A young English engineer goes to France in an attempt to rescue machinery vital in the fight against the Axis. There are many harrowing scenes of death and destruction.

tion. Cast: Tommy Trinder, Constance Cummings, Clifford Evans, Robert Morley.

Adults	14-18	8-14
Good	War Drama	No

A Stranger in Town—Metro-Goldwyn-Mayer. Direction, Roy Rowland. An amusing and worth-while little comedy, with a constructive political theme, stressing the need for every citizen not only to vote but to be on the alert to see that the elected officers remain true to their trust. Frank Morgan is excellent in the leading role, and the varied types who portray typical small-town citizens are well selected. Cast: Frank Morgan, Richard Carlson, Jean Rogers, Porter Hall.

Adults	14-18	8-14
Good	Good	If interested

Young and Willing—United Artists. Direction, Edward H. Griffith. A lightly amusing social comedy from "Out of the Frying Pan," with a pleasing youthful cast and adequate production. The unconventional story is of six stage-struck young people—three boys and three girls—who share an apartment in Greenwich Village to save expense while trying to get a contract through an eccentric producer who occupies the apartment below them. Cast: William Holden, Eddie Bracken, Robert Benchley, Susan Hayward.

Adults	14-18	8-14
Fair	Fair	Mature

INTERESTING SHORT SUBJECTS

Plan for Destruction—Metro-Goldwyn-Mayer. (Two-reel special.) This well-presented short subject shows the Nazi plan for world domination—its conception at the close of World War I (based on a study called geopolitics which would make Germany ruler of all Europe, Asia, and Africa), and the Nazis' efforts, up to the present time, to make their diabolical dream come true. Lewis Stone, as narrator, is excellent.

Family

Barney Bear's Victory Garden—Metro-Goldwyn-Mayer. (Cartoon.) Reminding us of recent amateur gardening, this amusing technicolor cartoon shows Barney Bear's struggle with his Victory garden and the busy little gopher who helps him reap.

Family

Portrait of a Genius—Metro-Goldwyn-Mayer. (MGM "Miniature" Series.) A biography of Leonardo Di Vinci, with the emphasis placed more on his work as a scientist than as an artist. It shows the destructive influence of politics and religious prejudice, which compelled him to destroy his models of a plane, a parachute, and other inventions, and keep only an almost undecipherable coded record of his life's work. Exceptionally well produced and acted. Strong narration.

Excellent for all ages

Fighting Freighters—United Artists. ("The World In Action" Series.) A dramatic pictorial insight into the selection, training, and work of the Merchant Marines, who get the freight through to the battlefronts of the world. The night photography is exceptional and the battles realistic. There are some remarkable shots of a submarine in action. This film tells, more vividly than all the writing and talking to date, of the sacrifice, patriotism, and courage of this group of fighting men.

Exceptional for all ages

U. S. Navy Band—Warner Bros. A thrilling picture of our Navy and our Navy's Band, which kindles prideful patriotism. The stirring martial music is inspiring, and the background shots of historic Washington, D. C., give added interest.

Excellent entertainment for all ages

Fighting Engineers—Warner Bros. The basic training of the "fighting engineers" is graphically and interestingly presented in this color short, which, although treating the subject seriously, has a vein of humor injected by the human element—the enlistment of a pugilist and his trainer. The picture tells of measures taken for the protection of this branch of service and of its herculean task of opening the way into enemy country for the armored forces who follow.

Excellent for all ages

COMMUNITY LIFE IN A DEMOCRACY *

Program Outline

(Based on Chapters XII and XIII)

Dramatic Situation

"Mother," began Susan hesitantly, "if I do have a birthday party when I'm thirteen, I don't have to invite Ellen, do I?"

Mrs. Kent looked up, surprised. "Ellen Barlow, do you mean? Why, of course, Susan. Why on earth don't you want to invite Ellen? You've played with her ever since you were six."

Susan looked uncomfortable. "Well, some of the other girls don't like her. She can't hear anything, Mother; you simply have to shout before she can hear you. It isn't any fun to keep saying things over all the time. It'll just spoil my party."

"Do you think it's any fun for Ellen not to be able to hear what's going on? I'm surprised at you, Susan."

"Well, but—"

"If you girls are going to be so unkind as to shut Ellen out of your games and parties because of her deafness, what is Ellen going to do for play and companionship? There'll be nothing left for her, Susan, but the sort of amusements that aren't good for her. And there are plenty of those, even in a town of this size." Mrs. Kent looked thoughtful. "I wonder if everything that can be done for Ellen's hearing has been done. I wonder if there isn't something—"

Fundamental Questions and Problems

1. Is Mrs. Kent right in urging Susan not to omit Ellen Barlow from her birthday planning? Why? What are some of the bases for Mrs. Kent's obvious belief that a handicapped child needs contact with normal children?

2. What attitudes should be cultivated in normal children with regard to their handicapped associates?

3. What special arrangements should be made for exceptional and handicapped children by (a) the home, (b) the school, and (c) the community?

4. What can your parent-teacher association do to improve conditions for the Ellen Barlows in your community? To discourage unwholesome amusements and other forms of youth exploitation?

True or False

1. The handicapped child should be carefully studied in the light of his special needs, and his environment and education should be adjusted accordingly.

2. Normal children should not be allowed to play with handicapped children.

3. All commercial forms of amusement that attract youth should be subjected to constant scrutiny and evaluation by parents, teachers, and other public-spirited citizens.

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Contributors

HARRY A. OVERSTREET is well and widely known throughout the United States as educator, philosopher, lecturer, and author. Among the best known of the books that bear his name are *Influencing Human Behavior*, *A Guide to Civilized Leisure*, and *A Declaration of Interdependence*. Readers of the *National Parent-Teacher* will recognize in the spirit of these titles the same outgoing democratic genuineness that characterizes the work of Mr. Overstreet's wife, author of the current series "Quality People for a Free Society."

ROBERT P. TRISTRAM COFFIN, one of the most famous poets in America, is well known to all readers of this magazine. Dr. Coffin has recently published an engaging collection of family traditions under the title *A Book of Uncles*. He is the author of many volumes of both poetry and prose and has won the coveted Pulitzer prize for poetry.

JAMES H. S. BOSSARD is professor of sociology and director of the William T. Carter Foundation for Child Helping at the University of Pennsylvania. A former president of the Eastern Sociological Society, Dr. Bossard is actively identified with numerous groups in this field. He is the author of *Problems of Social Well-Being*, *Social Change and Social Problems*, and *Marriage and the Child*, and he has served as co-editor of several other significant publications.

RHODA W. BACMEISTER, although she has temporarily left her work in child welfare to respond to the call for teachers of mathematics, retains her lifelong interest in the problems and needs of children, as her article in this issue of the *National Parent-Teacher* conclusively demonstrates. Mrs. Bacmeister's experience with children at home, at school, and in camp has given her an enviable ability in the whole area of child guidance. She is the author of *Caring for the Run-About Child*.

JOHN J. DE BOER, chairman of the National Commission on Cooperative Curriculum Planning, began his professional career as an educator at the early age of nineteen. He has published a great many valuable articles on education and has made innumerable addresses on the high school curriculum. He is the author of *The Emotional Responses of Children to Radio Drama* and has served as co-editor of *Educating for Peace*. A few years ago his outstanding work won for him the Susan Colver Rosenberger Prize for Educational Research, awarded by the University of Chicago.

BONARO W. OVERSTREET, who is now lecturing in California, finds a new field opening before her versatile talents. A series of poems appearing in the New York newspaper PM has attracted wide attention and many requests for presentation of her ideas in dramatic form. Readers of this magazine, long and happily acquainted with Mrs. Overstreet's capacities as writer, educator, and speaker, note with sincere pleasure any honors that may increase her already high distinction.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. L. H. Gibbs, President, and Mrs. R. L. Murray, Fourth Vice-President, Florida Congress; Mrs. L. K. Nicholson, President, Utah Congress; Dr. E. L. Fox, President, Virginia Congress; and Mrs. E. R. Harker, President, Nevada Congress.